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PREPARING TEACHERS FOR DIVERSITY: A STUDY OF TWO
UNIVERSITY TEACHER EDUCATION PROGRAMS IN INDIANA

By

Vella Goebel

B.A., University of Evansville, 1970

M.A., University of Evansville, 1974

A Dissertation

Submitted to the Faculty of the
Graduate School of the University of Louisville
and Western Kentucky University
in Partial Fulfillment of the Requirements
for the Degree of

Doctor of Philosophy

Department of Leadership, Foundations,
and Human Resource Education
University of Louisville
Louisville, Kentucky

In cooperation with the
Department of Educational Administration,
Leadership, and Research
Western Kentucky University
Bowling Green, Kentucky

May 2005

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3/08/05

by the following Dissertation Committee

Dissertation Chair

ACKNOWLEDGEMENTS

I would like to thank the two professors who have served as chairs for this dissertation: Dr. Joseph DeVitis, who encouraged me during the first three chapters, and Dr. John Keedy, whose guidance, encouragement, and patience led me through the final two chapters. I would also like to thank the other committee members, Dr. Pedro Portes, Dr. Sharon Spall, and Dr. Jim Stone for their comments and assistance over the past two years. I would also like to thank my husband, Ron, for his understanding and patience during the times that I put everything else aside to research, collect data, analyze, and write. Many thanks also to my children, Gretchen and Jon, who did not think I was foolish for wanting to return to school at my age. Finally, thanks to my colleagues at Signature who encouraged my efforts and covered my classes while I traveled to U of L to discuss my writing progress.

ABSTRACT

PREPARING TEACHERS FOR DIVERSITY: A STUDY OF TWO UNIVERSITY TEACHER EDUCATION PROGRAMS IN INDIANA

Vella Goebel

May 14, 2005

This study assessed the efficacy of diversity training in teacher education programs at two Indiana universities from the viewpoints of teacher educators and teacher education majors. Three research questions guided the study: (a) To what extent did teacher educators exhibit classroom attitudes and behaviors consistent with practicing diversity education? (b) To what extent did teacher education majors perceive that teacher educators exhibited attitudes and behaviors consistent with practicing diversity education? (c) Did teacher education students and teacher educators agree about the extent to which their institutions supported diversity initiatives? The research questions were examined across the domains most frequently explored by diversity education researchers: race/ethnicity, gender, sexual orientation,

and social class. The study included both qualitative and quantitative data analysis.

There were four major findings for Midstates University: (a) only the race/ethnicity and social class domains were included in their classes by teacher educators; (b) students noted some instances of gender bias among faculty; (c) some students assessed their diversity training as lacking in substance; and (d) both teacher educators and students defined institutional support for diversity only in terms of race/ethnicity and social class.

There were five major findings for the University of the Central Midwest: (a) the inclusion of the four diversity domains varied by teacher educator; (b) students perceived faculty attitudes and behaviors to be favorable toward race/ethnicity and social class; (c) student perceptions of faculty attitudes and behaviors toward sexual orientation were mixed; (d) students perceived a lack of practicality in their diversity training; (e) faculty and students defined institutional support differently.

Major findings in the cross-case analysis in this study were (a) race/ethnicity was the diversity domain most frequently included in required teacher education courses; (b) student and educator perceptions do not agree about the

domains included; (c) students and teacher educators disagree about the relevance of diversity content; (d) teacher educators and education students agreed that there was little institutional support for domains other than racew/ethnicity; (e) teacher educators and students define institutional support differently; and (e) teacher educators perceive that a dearth of diverse field-placement sites hampers diversity education efforts.

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CHAPTER I

INTRODUCTION

This study assessed the efforts of two university teacher preparation programs to prepare teachers to serve diverse students as required by Public Law 107-110. Public Law 107-110, better known as the No Child Left Behind Act of 2001 (NCLB), was passed by the 107th Congress and was signed into law by President George W. Bush on January 8, 2002. NCLB stipulated the use of federal grant monies to restructure teacher education, teacher professional development, and licensure to reflect appropriate preparation for teachers to teach children from racially and ethnically diverse backgrounds.

Accountability of States under NCLB

Among its other mandates, NCLB required states to assess the academic progress of all students at least once in each grade range (grades 3-5, 6-9, and 10-12) and specified that assessment data be reported to show adequate yearly progress (AYP) for disaggregated groups. While the U.S. Department of Education issued guidelines to the

states about what statistical information should be used to determine adequate yearly progress, the individual states have been charged with defining the term. NCLB requires a 95% participation rate in standardized testing for AYP.

Beginning in 2002-03, states were also required to assess annually the proficiency of students who were learning the English language. Beginning in 2007-08, states must administer annual tests in English and mathematics in grades 3-8 and at least once in grades 10-12. The federal legislation specifically included those students who speak English as a second language (ESL) and those who are identified as having limited English proficiency (LEP). To comply with NCLB's requirement to report AYP for disaggregated groups of students, states will need to demonstrate the progress of linguistically diverse and other minority students as well as of English-speaking majority students.

Assessment in Indiana

In June 2002, the Indiana Department of Education (IDOE) announced that it had completed the alignment of the state's academic standards with the Indiana Statewide Assessment of Educational Progress (ISTEP) to comply with the accountability requirements of NCLB. Thus, disaggregated ISTEP scores were used to track the yearly

academic progress of all students, including those who were identified as LEP, for federal reports. IDOE also indicated it would use the Individualized Curriculum and Assessment Notebook (ICAN) to assess the progress of students with limited English proficiency until they are ready to be assessed in English or until the time required under NCLB for the mandatory administration of assessments in English (Indiana Department of Education Consolidated State Application Accountability Workbook). ISTEP has been used to chart the progress of individual students, schools, and districts at various grade levels for a number of years.

Prior to 2003, ISTEP was administered to students in grades 3, 6, 8, and 10 to measure academic proficiency in language arts and mathematics. In 2003-2004, Indiana began administering both the reading/language arts and the mathematics assessments in each of grades 3 through 9 and ISTEP+ Graduation Qualifying Exam) in grade 10. Furthermore, the state planned science assessments in grades 5, 7, and 9, and end-of-course assessments in science classes in grades 10 through 12 no later than the 2007-2008 academic year (NCLB and P.L. 211 Comparison, 2002).

ISTEP+, which measured the language arts/reading and mathematics proficiency, consisted of multiple subtests, and included both objective and open-ended responses. In addition to earning credits in specified courses, students seeking high school diplomas were required to demonstrate competence in mathematics and language arts as measured by this examination, or they had to complete a lengthy alternative process.

Students took ISTEP+ for the first time in the fall of their 10th grade year. Those who did not achieve minimum required scores on one or both portions of the exam could retake the exam twice each in Grades 11 and 12, with remediation provided by the individual high school (Indiana Department of Education, 2002). Thus, a student had five opportunities to pass the exam.

Indiana planned to use the number of students in attendance on the second Friday after Labor Day as the denominator and the number of students in disaggregated groups as the numerator for calculating participation rates. The Indiana State Board of Education (ISBE) ruled in March 2003 that 95% participation in testing, determined independently for English and mathematics, would be a requirement for meeting AYP goals. ISBE further stipulated 10 as the minimum number of students for reporting data and

30 students (with a test of statistical significance) for subgroups.

In 2003, slightly more than two-thirds of all Indiana tenth grade students who took ISTEP+ passed the language arts portion. When the data were disaggregated, however, the passing percentages were not uniformly distributed. Fewer than half of Latino students passed the language arts portion of the exam; only one third of African American students and 44% of Latino students succeeded in passing this portion of the exam. About one sixth of students who spoke English as a second language (ESL) or who were classified as LEP succeeded in passing the language arts portion of the examination. Similar percentages of students in each group passed the mathematics portion of the exam.

Although Indiana, like most states with exit-graduation exams, allowed students to retake ISTEP+ several times if they were not immediately successful, the Indiana Department of Education reported that slightly more than one third of all students who retook the exam in 2003 qualified in their subsequent attempt. Pass rates for language arts on the retake of the exam ranged from 15% for ESL/LEP students to 42% for White students. In mathematics, pass rates ranged from 17% for special

education students to 50% for Asian American students. Only 18% of African American and 27% of Latino students were successful when they retook the test. The percentage of students who passed the retest in 2003 in all disaggregated groups was smaller than the percentage of students in the same demographic groups who passed on their first try (ISTEP+ disaggregation summary report).

The data from the Indiana Department of Education indicated that relatively small percentages of English-language learners and other minority students qualified for a high school diploma in Indiana by showing proficiency on ISTEP+. In fact, in southwestern Indiana, one high school was listed in the Top 20 Indiana high schools, ordered by the percent of LEP students passing the Grade 10 ISTEP+ exam; this school's LEP pass rate was 33% (Schools Showing Success, 2002).

Although Indiana did allow some accommodations for ESL/LEP students (testing students in small groups, allowing additional time to complete the exam, allowing test administration by a familiar teacher), it strictly forbade the translation of the test directions or content into any language other than English. The ISTEP+ Program Manual for 2003-2004 stated unequivocally that English was the official language of classroom instruction. The data

indicated that linguistically diverse and other minority students in Indiana were not meeting the goal of annual yearly progress in mathematics and English.

In light of the Supreme Court decision in *Lau v. Nichols* (1974), schools must ensure that programs are in place to teach English to those students who do not speak English or who have limited English proficiency. Additionally, the demands of PL 107-110 dictate teacher training to meet the needs of ESL, LEP, and other minority students. Based upon the statistics from the Indiana Department of Education, it would appear that, in the past, teacher preparation and teacher professional development in Indiana were not adequate in regard to working with most minority youngsters.

Shifting Demographics in the Schools

In recent years, the number of students in American public schools who are racially, ethnically, and linguistically diverse has grown rapidly. Banks (1993) projected that, by 2020, the proportion of students of color in public schools would exceed 50%. Sapon-Shevin (2001) found that, in 1998, one-third of public school students were ethnic minorities, one-fifth were children of immigrants, and one school child in 20 spoke a language other than English at home. According to Nieto (2000),

" . . . all classrooms in the future will have students of racially and ethnically diverse backgrounds and whose first language may not be English" (p. 182). Futrell, Gomez, and Bedden (2003) found that more than a third of all children between the ages of 5 and 17 had limited English proficiency, and one third of African American and Latino students attended schools that had minority enrollments of 90% or more.

In sharp contrast, the percentage of teachers of color in the public schools has declined in recent years. Teachers of color comprised 12% of elementary and secondary teachers in the 1970s; by the 1990s, teachers of color comprised only 6% of elementary and secondary teachers (Gay, 1998). Nieto (1996) found that most practicing teachers and students of teacher education were White, female, English speaking products of predominantly White colleges of teacher education. Paccione's (2000) examination of demographic trends indicated no anticipated change in this trend.

Population Trends in Indiana

Prior to 1990, it was primarily coastal states such as California, Texas, and Florida that experienced rapid growth in Latino populations. Between 1990 and 2000, however, increasing numbers of Spanish-speaking immigrants

began moving into the Midwest, where the cost of living was lower and jobs were more plentiful. The 2000 U.S. Census showed the fastest growing racial and ethnic group in the Midwest was of Latino origin (Vargas, 2002).

According to the *Indianapolis Star*, although Indiana's Latino population grew at a slower rate than in much of the rest of the Midwest, it still added more than 200,000 Spanish-speakers to its population between 1990 and 2001, the largest 10-year gain in Indiana's history (Lawson, 2002). Although Indiana's language minority population remained relatively small in comparison to some other states, the number of students with limited English proficiency (LEP) in Indiana public schools increased by more than 300% from 1991 to 2001.

The Indiana Department of Education reported in 2001 that K-12 Hoosier students spoke some 212 languages other than English. A large majority (78.5%) of non-native English speakers in Indiana schools spoke Spanish; Amish-German, Korean, Mandarin, Arabic, German, Japanese, Vietnamese, Russian, and Serbian were included in the 10 most frequently spoken languages other than English in Indiana. Translated into population numbers, Indiana's language minority students numbered 35,741 in 2001; of

these students, 48.11% were classified as LEP (Language minority enrollment summary, 2002).

Washington Township in central Indiana reported in 2002 that nearly 10% of its total student population spoke a language other than English at home, with 70 languages represented. Of these students, approximately 60% were identified as LEP (Lawson, 2002). In 2001, the four counties in extreme southwestern Indiana had combined minority populations under age 18 as follows: (a) African American, 5149; (b) Native American, 124; (c) Asian American, 468; and (d) Latino, 802. Although the actual size of the under-18 minority population was small (6,543), it represented nearly 10% of the total under-18 population of the four counties.

With Indiana's shifting demographics, including more children of color and more students whose first language was not English, teacher education programs needed to prepare future teachers to meet the challenges of classroom diversity. It is evident from ISTEP+ scores that past practices were not effective in preparing teachers of minority and LEP students because a majority of these students did not meet the state's expectations for achievement. Increasing the numbers of those students will only exacerbate the problem, unless Indiana colleges

implement effective training for diversity into their teacher preparation programs.

Research Problem

The policy environment of NCLB demands that schools be accountable for the adequate yearly progress (AYP) of all disaggregated groups of students, as measured by state-established achievement tests. Yet, some demographic groups of students (especially African American, Latino, Native Americans, and those whose first language is not English) historically have been disproportionately represented among the ranks of students who have failed such tests. With the projections for increased proportions of racial/ethnic minorities in the schools, improving the achievement of low-scoring students has become increasingly important to educators, and this demographic phenomenon will play itself out in Indiana. Given this research problem, educators, researchers, and policy makers should examine all possible remedies. Because there is some evidence (Banks, 1995; Nieto, 2003) that diversity training for teachers can increase the success rates of students placed at risk (SPARs) for low achievement, examining diversity training in university teacher education programs was an appropriate venue for addressing the problem of low-achieving groups of students.

Purpose of the Study

The purpose of this study was to assess the efficacy of two university teacher education programs in preparing future teachers to help all students achieve in increasingly diverse classrooms. The study examined perceptions of teacher educators and teacher education students about teacher preparation about diversity training at their respective universities.

Advancements to the Literature

This study adds to the existing body of literature on diversity training in teacher education by examining teacher education programs at two universities in Indiana, a state where the proportion of linguistically diverse and other minority students is yet relatively low. The findings should encourage further research into the possible link between teacher diversity training and improved outcomes for students.

Significance of the Study

The study is significant for two reasons. First, the study helps to fill the gaps in the research about teacher education for a diverse society by focusing on a geographic region previously neglected by researchers. Since other studies have focused on regions with denser minority populations, this study broadens the knowledge base of

educational research by examining how educators were addressing the demands of diversity in Indiana.

Second, the study informs the practice of teacher educators and education researchers because it focuses on the viewpoints of teacher education stakeholders at two Midwestern institutions, and because it examines curriculum and methodology for classes at those universities.

This study is organized into five chapters. Chapter I contains an introduction to the study, a list of definitions and acronyms common to diversity education, and the research problem that forms the basis of the study. Chapter II reviews the literature pertinent to the study. Chapter III details the data collection and analytic methodology used in the study as well as the selection of participants for the study; the assumptions and limitations of the study are also discussed. Chapter IV explains the findings from the data analysis procedures. Chapter V discusses the results and the implications of the study and calls for further research.

Definition of Terms

An understanding of the following terms is important in reading this study:

Adequate yearly progress (AYP): Federal accountability procedures under NCLB required the states to specify

measurable annual objectives to assess student progress so that all groups of students -- regardless of poverty level, race, ethnicity, disability, or limited English proficiency -- reach proficiency in reading and math within 12 years.

Bilingual Education (BE): BE is an education program for students whose native language is not English. Children are taught for some portion of the day in their native language, with the goal of moving them into mainstream English classes as quickly as possible, usually within two or three years. Students learn other academic subjects in their native language while they are learning English.

Diversity: The National Council for the Accreditation of Teacher Education (NCATE) (2002) defined diversity as including race/ethnicity, gender, sexual orientation, social class/socioeconomic status, exceptionalities, language, religion, and geographic area. Because exceptionality, religion, and geographic area are included in the first four domains, this study defined diversity as divergent from White, male, heterosexual, and/or middle-class.

English as a Second Language (ESL): In its broadest sense, the term ESL is applied to all non-native English-speaking persons. More generally, the term refers to those non-

native speakers who are enrolled in classes for English as a Second Language.

English Language Learners (ELLs): ELLS are non-native English speakers who are learning English; they may or may not be enrolled in ESL classes, depending upon their level of English proficiency.

English Proficient (EP): EP is a description given to English language learners who have reached near-native proficiency in their use of English.

Exit-Graduation Examinations: These are state-level achievement tests a student must pass in addition to completing required course work to receive a high school diploma.

High-Stakes Testing: This term refers to the practice of making important decisions about a student's retention or graduation based on a single test or a single battery of tests. Exit-graduation exams are one type of high-stakes testing.

Immersion: Immersion is a generic term for approaches to teaching English that do not involve the student's primary language. Immersion takes three general forms: sheltered English, structured immersion, and submersion. Sheltered English uses simplified diction and syntax to facilitate understanding of the regular curriculum for students who

lack English proficiency. Structured immersion does not assume knowledge of English, and the pacing of the instruction is modified, as are diction and syntax. Submersion places LEP students in ordinary classrooms with no special programs or services. The practice of submersion was found unconstitutional in *Lau v. Nicols* (1974). In its decision, the Supreme Court stated that to provide equal access to educational opportunities, measures must be taken to ensure that English is taught to students who do not speak English or who have limited English proficiency.

Limited English Proficient (LEP): The description LEP is given to those English language learners who have not yet reached proficiency in their use of English. LEP students have difficulty speaking, reading, writing, and understanding English. They cannot learn successfully in classrooms in which the language of instruction is exclusively English, nor can they participate fully in an English-speaking society.

Indiana defines LEP as "an individual whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (a) the ability to meet the State's proficient level of achievement on State assessments, (b)

the ability to successfully achieve in classrooms where the language of instruction is English, or (c) the opportunity to participate fully in society" (Indiana Department of Education, *Indiana Department of Education consolidated state application accountability workbook*, p. 25).

MCT (Minimum Competency Testing): This is standardized testing of K-12 students for the purposes of determining promotion or graduation. These tests may be either criterion or norm-referenced.

Multicultural Education: Definitions of multicultural education vary among researchers. Melendez (1995) called multicultural education "a humanistic concept based on the strength of diversity, human rights, social justice, and alternative lifestyle choices" (p. 42). Banks and Banks (1995) used the term "equity pedagogy" to indicate teaching strategies and classroom climates conducive to helping all students function effectively. Sogunro (2001) defined multicultural education as "an institutionalized framework designed to better serve all students" (p. 20).

SPAR (Student Placed at Risk): This term has replaced the older designation of "at risk" by recognizing that many students who are unsuccessful in school are placed at risk by educational practices that do not meet their learning needs. According to the U.S. Department of Education, most

often these students are poor and reside in the inner city, rural areas, or on Indian reservations. Many of the students have limited English proficiency. Because of circumstances often beyond their control - race, ethnicity, culture, socioeconomic status -- the students are "at risk" to experience educational failure and/or to drop out of school.

Subgroup: NCLB requires the identification of certain demographic subgroups in the reporting of achievement data. These subgroups include economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.

CHAPTER II

REVIEW OF LITERATURE

To ensure that all students succeed, teachers must be prepared to facilitate the learning of an increasingly diverse student population, many of whom can be identified as students placed at risk for failure (SPARs) by their race, ethnicity, level of language proficiency or socioeconomic status. Haycock (2002) found that the achievement gap between Whites and persons of color became more pronounced as students advanced from elementary school to middle and high school. Furthermore, high-stakes testing in many states has shown that linguistically diverse students and students of color are least likely to meet standards for promotion and for the award of a high school diploma (Kohn, 2000). The combination of shifting demographics in the U.S. and increasing pressure for all students to demonstrate academic proficiency makes it increasingly critical for teacher preparation programs to ensure that teacher certification candidates have the

necessary tools to reach all students, both majority and minority.

Moreover, Haycock (2001) noted that the gaps between persons of color and Whites grew during the 1990s. She found that one Latino in 50 could read for information from specialized texts; one African American in 100 could accomplish the same task, yet one in 12 Whites could. Only one in 30 Latinos and one in 100 African Americans could solve a multi-step problem in elementary algebra, but one in 10 Whites could.

Singer (1996) asserted that schools of education were failing in major areas, that they were not responding to research on preservice placements, and that they were not addressing the growing gap between the ethnic cultures of American students and teachers. Van Hook (2002) noted that 95% of all elementary school teachers were White, female, and middle class. This researcher stated that "most preservice teachers are prepared to work effectively with only one socioeconomic group - the middle class -- as well as one culture - the mainstream or dominant culture" (p. 256). Furthermore, Nel (1992) stated that for teacher education "the major task . . . is to educate the . . . teacher corps to become effective and caring educators in schools where minority children are fast becoming the

majority" (p. 25). Genor and Schulte (2002) asserted that preservice teachers had few opportunities to discuss racism in their classes and advocated placing student teachers in diverse classroom settings to allow them to develop competence in teaching students who demonstrate one or more deviations from White, male, heterosexual, or middle-class.

All teacher education programs must find ways to help future teachers address diversity issues in the public school classroom, not just in coastal areas with high proportions of students who speak English as a second language. If such methods continue to elude teachers, the United States will surely face an education crisis when a significant portion of its young people cannot earn a high school diploma.

Zeicher (1995) stressed that if teachers were to be effective educators of students who are diverse, those teachers must both understand and respect the cultural traditions of their students. However, the implementation of appropriate pedagogies remains difficult. Nieto (2003) explained:

To adopt a multicultural basal reader is far easier than to guarantee that all children will learn to read; to plan an assembly program of ethnic music is easier than to provide music instruction for all students; and to train teachers in a few behaviors in cultural awareness or curriculum inclusion is easier than to address widespread student disengagement in

learning. Although these may be valuable activities, they fail to confront directly the deep-seated inequalities that exist in schools. Because they are sometimes taken out of context, multicultural education and culturally responsive pedagogy can become band-aid approaches to serious problems that require nothing short of major surgery. (p. 7)

Future teachers need the skills and knowledge to extend the promise of a good education to all students. Indeed, individual schools and districts face a loss of both funding for and control of schools that consistently fail to show adequate yearly progress for all disaggregated groups.

This literature review has the following organization: (a) policy implications of high-stakes testing, (b) teacher effectiveness with diverse populations, (c) attitudes and behaviors of teacher education faculty toward diversity education in teacher preparation programs, (d) preservice teacher perceptions of diversity training, and (e) teacher education faculty and student perceptions of institutional support and program effectiveness for culture-fair policies.

Policy Implications of High-Stakes Testing

Federal and state requirements have coalesced in such a way that linguistically diverse and other minority students are not the only potential losers in the game of high-stakes testing. The mandates of No Child Left Behind

(NCLB) for adequate yearly progress (AYP) for all students raise significant questions about the effectiveness of instructional practices.

The implementation of policies requiring all students to pass exit examinations before they receive high school diplomas in many states complicated the issue of teacher preparation for diversity even before the passage of No Child Left Behind (NCLB). Particularly noteworthy were policies regarding limited English proficient (LEP) students and English language learners (ELLs). Such policies varied widely from state to state, with some accommodations and/or deferments available to students in specific linguistic categories (Thurlow, Liu, Spicuzza, & El Sawaf, 1996).

Prior to the enactment of NCLB, researchers found much variation in testing policies among the states. Although some states provided testing in languages other than English and many provided some short-term test exemptions for LEP students (Rivera, Hafner, & LaCelle-Peterson, 1997; Rivera & Vincent, 1997; Goertz & Duffy, 2001), NCLB made it clear that, in the future, states must provide proof of the adequate yearly progress of all students. States were required to show that LEP students were making progress in acquiring English proficiency, beginning with the 2002-2003

school year. These students must continue to show progress toward full mastery of English during the maximum of three years they are exempt from standardized minimum competency testing (MCT).

Once students have attended school in the U.S. for three consecutive years (except in Puerto Rico), they must take the same standardized tests as all other students, regardless of their level of English proficiency. If exemptions and non-English testing are no longer options for the states, public school teachers will have to find ways of providing English language learners and others with the skills they need to be successful on standardized measures of educational achievement.

High Stakes Testing and Diversity

With the legislative force of NCLB in addition to state-mandated accountability and standards-driven instruction, it has become crucial to increase the performance of students in low-achieving demographic subgroups. Much of the research done on the educational experiences of culturally and linguistically diverse students concerns the possible relationship of high-stakes standardized testing to dropout rates.

Clark, Haney, and Madaus (2000) examined the relationship of high-stakes testing to dropout and high

school completion rates prior to NCLB. The researchers found that half of the 10 states with the lowest high school dropout rates did not use minimum competency testing (MCT). Of the five low dropout rate states with minimum competency testing, four used testing only to determine remediation; one state used testing for accountability purposes. None of the states used the tests for critical decisions such as high school graduation. Of the 10 states with the highest dropout rates, all had MCT programs with standards set by the state. Nine of the 10 states used test scores for decisions about high school graduation.

Furthermore, Clark et al. found that in states with proportionately higher numbers of low socioeconomic status (SES) students, early dropout rates were 4-6% higher when the high-stakes MCT was used. The researchers noted that even when researchers controlled for other factors associated with dropping out of high school (gender, grade point average, and English language proficiency), students who failed state high-stakes MCT were more likely to drop out of school, especially if they had received moderately high grades prior to the testing. In addition, the researchers found that in Texas, where MCT has been a requirement for high school graduation since 1991, an

estimated 40,000 high school sophomores dropped out of school in 1993 because of high-stakes testing.

Overall, African American and Latino students left school in much higher percentages than White students did. Even when the researchers controlled for socioeconomic status, academic track, language program participation, and school quality, African American and Latino students were three times more likely to drop out of school than Whites. With the mandate of NCLB for the standardized testing of all students and the growing trend among states to require exit-graduation exams, it is reasonable to assume that larger proportions of low-income and racially diverse students will exit the K-12 education system without diplomas.

Valenzuela (2000) studied Juan Seguín High School (pseudonym) in Houston, Texas over three years. The school was predominantly Latino, with 45% of the Latino population identified as immigrants. In 1993, Valenzuela spent several days at Seguín High School after the administration of the Texas Assessment of Academic Skills (TAAS). The researcher found that scores for ESL students in Texas were the lowest of any disaggregated subgroup except special education students; scores of ESL and special education students were tied. Other researchers have found that

students whose first language is English but who are members of various racial and ethnic groups also leave school in greater numbers than their majority classmates.

Jacob (2001) drew data from the National Educational Longitudinal Study to examine achievement levels and dropout rates for states that required high school exit exams and those that did not. The researcher limited the sample to students who were attending public schools and who were included in the base year (1988) and two follow-up surveys (1990 and 1992) ($N = 12,171$). To analyze achievement levels, the researcher also used a sample of 11,200 students with scores on state- and school-mandated graduation exams.

To limit bias, Jacob included variables to control for other characteristics that might have influenced achievement, such as measures of the student's prior achievement and grade point average in the eighth grade. Jacob coded race and gender as dummy variables; he also controlled for school size and location. The researcher used proxy variables, including percentage of racial minority students and receipt of free or reduced-priced lunch for SES. Proxy variables for academic achievement were the taking of remedial courses in reading or mathematics or of college preparatory classes.

Furthermore, Jacob included a measure of per pupil expenditures and the number of courses mandated by the state for graduation.

Jacob found that, in general, students in states that required graduation exams had significantly lower achievement levels at the end of high school. Dropout rates were also higher in states that required high school exit exams. In addition, states with graduation tests had higher percentages of African Americans, children in poverty, and foreign-born residents, and a lower percentage of children in two-parent homes.

In sum, research has shown that LEP and other minority students have not fared well on standardized tests of academic achievement (Rivera & Vincent, 1997; Goertz & Duffy, 2001). When scores on those standardized tests determined whether or not students received a high school diploma, LEP and other minority students dropped out of school at higher rates than English proficient and majority culture students did (Clark et al., 2000; Valenzuela, 2000; Jacob, 2001).

With the testing mandates of NCLB, schools must find ways of improving the scores of culturally and linguistically diverse students or face the social and economic consequences of higher dropout rates. Bohn and

Sleeter (2000) pointed to California's Propositions 187, 209, and 227 as proof of what they called a "growing climate of xenophobia" (p. 157). They also noted a decline in teacher and administrator concern about diversity education between 1997 and 1999. In light of education's preoccupation with standards and testing, these researchers assert that "all teachers . . . need substantive multicultural teacher education" (p. 158).

Teacher Effectiveness with Diverse Students

Not only do racially and linguistically diverse youngsters encounter difficulties with standardized assessment tests, but their success in everyday classroom experiences also varies from that of majority students. Stiggins (1991) emphasized that less than 1% of all school assessments were large-scale standardized assessments; more than 99% of all assessment was conducted by teachers in their classrooms. Stiggins stated that no resources had been allocated for improving teacher-designed assessments or ensuring their quality.

Some education critics have asserted that attracting more teachers of color into the profession would ease the plight of racially diverse students. Ladson-Billings (1994) opined that a teacher's race and ethnicity in student classroom performance remained an open question

when African Americans comprised less than 5% of teachers. The issue seems rather to be training teachers to work with diverse students.

For instance, Sleeter (2001) found that 39% of all teachers had LEP students in their classrooms in 1997, but only 25% of these had had any training for working with linguistically diverse students. Townsend (2002) reported that minority students were disproportionately represented in special education, were more likely to be perceived as discipline problems, and often encountered mismatches between their preferred learning styles and prevailing teaching styles; he asserted that every teacher should be certified in culturally responsive pedagogy.

Research indicates that LEP students often have difficulty with academic work in classes other than English, although their problems with the other class work may be directly attributable to a lack of skill in reading and understanding English (Fuligni, 1997; Valenzeula, 1999). Furthermore, placement in ESL classes may actually have a negative impact on academic success for upper-grade students if they have a basic knowledge of English because the placement limits their interaction with native English-speaking peers (Mora, 2000).

Current curricula and methodologies are generally not effective for ethnically diverse students (Harmon, 2002; Solórzano & Ornelas, 2002). As a result, many LEP and other minority students have much lower educational achievement and aspirations than do majority students. They attend college in greatly reduced numbers, thus perpetuating the cycle of under-education and lowered employment opportunities. Teacher preparation programs would be well advised to inform their practice based upon findings that have indicated there are specific, identifiable strategies which either improve or impede the academic success of diverse students (Bradford, 1999; Sogunro, 2001; Torres, 2001).

An examination of the classroom experiences of students placed at risk (SPARs) shows that many encounter unfavorable teaching practices in the classroom. Verplaetse (2000) studied interactions between teachers and language minority students. The researcher examined the effects of teacher input on LEP student access to classroom speech events.

Verplaetse analyzed teacher talk in the classrooms of three native, English-speaking science teachers. Each had several LEP students mainstreamed from bilingual or ESL programs into regular science classes. The researcher

collected data from 13 hours of classroom observations, from interviews with teachers, and LEP students. All observations and interviews were transcribed for analysis.

The researcher noted two major patterns in turn allocation:

1. The teachers designated LEP students to speak without the students having volunteered more often than they called on EP students to do so. The teachers followed this pattern most often in small group rather than full class discussions.
2. EP students spoke proportionately more often by self-selection. EP students spoke more frequently in full class discussions than did LEP students.

The implication of Verplaetse's findings is obvious: in the daily classroom, students who lack English proficiency do not engage in spontaneous classroom talk and tend to speak only when spoken to by the teacher, thus limiting their social and linguistic development.

Even diverse students identified as having exceptional academic abilities may fail to thrive in conventional programs. Harmon (2002) studied the experiences of gifted and talented African American students in an elementary school in a moderately sized, Midwestern city. The participants ($N = 6$) were fourth- and fifth-grade students,

bused from a predominantly African-American, inner-city school to a predominantly White school in another area of the city. The researcher interviewed students and three teachers whom all six students identified as effective. The researcher also observed the teachers' classrooms weekly for an entire school year.

The recurrent theme from students about ineffective teachers was that "they won't teach us" (p. 228). The participants stated that they believed the ineffective teachers placed them in lower ability groups and gave them less challenging class work to complete. The teachers identified as ineffective were of all races but exhibited characteristics that the students perceived as uncaring, disrespectful, and prejudiced.

The participants described effective teachers as respectful and caring individuals who presented material in a way that students could understand. The effective teachers used a variety of instructional materials and methods, including an emphasis on diversity.

Harmon's interviews with the teachers identified as effective revealed they were motivated to succeed with African-American students because they perceived that education had failed in providing for minority students. The teachers stated that they saw cultural diversity as an

asset in their classrooms and did not allow any expression of prejudice among students. Furthermore, the effective teachers reported using multicultural materials as a part of every lesson.

Attributes of Effective Teachers of Diverse Populations

Knowledge about teachers who are effective with ethnically and linguistically diverse students could inform program design for teacher education programs, aid in counseling teacher education candidates, assist teacher education faculty in their consideration of teacher candidates, and open a new and broadened discussion of the role of diversity education in teacher education (Artiles et al., 1998). Thus, some researchers have looked specifically at the attributes of practicing teachers as indicators of their potential to interact well with students who demonstrate diversity in their classrooms.

Heard (1990) conducted case studies of 17 art teachers. The participants ranged in experience from student teachers to master teachers. Although all participants taught in an arts setting, their job descriptions varied widely, from second grade teacher (self-contained classroom) to high school art teacher. The participants met weekly for 16 weeks to exchange ideas. In addition, the researcher provided lectures and readings on

multicultural education and its implications for the arts. The participants also discussed the materials in large and small groups.

During the first two weeks, the participants generated 40-50 context-based questions about teaching art and the role of cultural diversity. After discussing these questions in small and large groups, each participant selected a specific question of interest and developed a related research project. The participants gathered research from available materials and observed other classes to supplement their research. Throughout the 16 weeks, the participants recorded in journals their thoughts, feelings, and behavior changes resulting from the project work. The researcher reported that over the course of the study, teacher beliefs began to shift perceptibly as the participants became more aware of their own actions and those of others in a multicultural setting.

Rios (1993) studied differences in thinking about multicultural education among four teachers in an urban high school with an ethnically diverse enrollment. The specific purpose of the study was to describe teacher thinking about multicultural education and to determine whether a teacher's concept of multicultural education affected that thinking.

The researcher selected participants ($N = 4$) from a pool of 16 paid volunteers in a large Midwestern city because they represented the entire group in terms of gender, subject matter, and concept of multicultural education. All were teachers in a magnet school with an enrollment of 1,752 students. The school was ethnically diverse: 42% Latino, 25% African American, 25% White, 5% Asian American, and 3% Native American. The main concern of the school staff was declining student performance. Students of color were disproportionately represented in absenteeism, dropout rate, suspension, and low standardized test score performance.

Rios interviewed each participant twice for 90 minutes each time. Interviews were tape-recorded. During the first interview, Rios showed each participant 12 scenarios that depicted classroom events. Four scenarios depicted each type of event: discipline issue, student's personal issue, and academic issue. The researcher used scenes that allowed for the manipulation of key variables such as race and gender. Participants explained what they believed were the causes of each issue and discussed what strategies they would use in classroom practice to resolve each issue. Each participant also used a Likert-type scale to rank the importance of the strategies identified in each scene. The

researcher invited participants to group the scenarios in a way that made sense and explain their groupings to the interviewer.

Before the second interview, Rios used a cluster analysis to group strategies and to establish a numeric measure of association between ratings. Next, the researcher used the association measures to create an additive cluster model, producing both a numerical and a visual (tree) diagram of the teacher's strategies. During the second interview, Rios showed each participant the tree diagram and asked the teacher to describe the principle of practice represented by each cluster.

Rios developed codes for both the causes and the strategies suggested by participants. The researcher established reliability by asking a teacher reputed to have experience and interest in multicultural teaching to code transcripts. Initial intercoder agreement was 70-80%. To increase the reliability of the coding process, the researcher and the expert went through the transcripts and examined responses that one had coded and the other had not. The intercoder agreement from this second process averaged 94%.

Rios's analysis of his findings led him to describe four distinct teacher thinking patterns regarding multicultural education:

1. The business-as-usual teacher treated culturally diverse students as if cultural background were non-existent. In this case, 50% of the causes the teacher identified were deficiencies of the individual student. The teacher believed that language was the only cultural barrier.
2. The teacher who perceived teaching to diversity as teaching the culturally different identified causes of issues as a combination of individual deficiency on the part of the student and deficiency on the part of the student's culture. These two attributes accounted for 85% of the causes the teacher identified. In this case, the teacher saw diversity as a deficiency to be remedied.
3. The teacher who used a human relations approach to cultural diversity saw cultural differences only as differences and not as deficiencies. This teacher's approach in the culturally diverse classroom was to minimize tensions and conflicts. He or she saw the actual causes of issues as relatively unimportant and

believed problems could best be solved with a firm-but-fair classroom strategy.

4. The final teacher type recognized the complex relationships among culture, individual differences, and context. As a result, this teacher saw deficiencies as deficiencies rather than as cultural differences.

Rios questioned the truthfulness of teacher responses, noting that teachers might have responded in a manner they believed to be socially desirable. The researcher's method, having identified four distinct teacher types through selecting and collecting data from only four participants was also a limitation of the study; however, Rios's description of identifiable teacher approaches to teaching diverse populations is significant because of its implications for teacher education.

Artiles, Barreto, Pena, and McClafferty (1998) conducted a longitudinal case study about two beginning bilingual teachers in urban schools. The researchers used multiple data-collection strategies and studied changes in the teachers' beliefs and practices for two years. Both teachers were White and were selected as preservice teachers from a larger group that had participated in an

earlier study by Artiles and McClafferty (in press at the time of this publication).

The researchers used concept maps to assess the participants' knowledge of multicultural pedagogy at four different points in the study: (a) before a multicultural class, (b) after a multicultural class, (c) during the participants' first year of teaching, and (d) during the participants' second year of teaching. The researchers analyzed the concept maps using systematic procedures to quantify fluency of ideas and idea cross-indexing. Qualitative study analysis established categories.

Artiles et al. also conducted interviews with the participants during their first and second years of teaching. Interviews were audio taped and later transcribed. The researchers reviewed transcripts of the interviews through multiple readings, crosschecking, and other inductive data analytical techniques to triangulate interview data.

The researchers videotaped classes of one of the teachers three times and the other twice in teaching situations of the participants' choice. After the video tapings, researchers met with the participants to view the videotapes and gain additional interview information about teacher choices during the taped lessons. The researchers

audio recorded and then transcribed these interviews. Researchers coded the transcripts and developed categories after multiple codings. An independent rater coded a portion of these interviews, establishing an interrater agreement level of 0.87.

The researchers found significant development of teachers' cognitive skills for working with diverse populations; however, they found fewer indications that teachers were putting this new knowledge into practice in the classroom. Because the participants taught in two different contexts, the researchers acknowledged the difficulty in attributing a source to observed changes in belief and/or behavior.

Haberman and Post (1998) worked with the Milwaukee public schools to develop a series of descriptors that would identify those teachers who were most likely to work successfully with culturally diverse students. The researchers found five factors to be indicative of teachers who were best suited to working with children from culturally diverse (and often low socioeconomic) urban settings. The best candidates (a) had worked successfully in one or more jobs outside of education after college graduation; (b) were between 30 and 50 years old; (c) had attended an urban high school, lived in an urban area,

and/or were preparing to teach in an urban school; (d) understood the impact of racism, sexism, classism, and other prejudices; and (e) were likely to be persons of color.

In the words of the researchers: "the best . . . teachers of [multicultural] children . . . are not young White females from small towns and suburbs with . . . high grade point averages who always wanted to teach" (p. 101). Although Haberman and Post found that the attributes had no valid predictor status individually, they pointed to a seven-year success with the Milwaukee schools, identifying likely prospects and training them to work with ethnically diverse children, using the combined indicators. The researchers stated that their findings could be generalized to include other urban settings. Furthermore, Haberman and Post called for a reform of teacher education that would de-emphasize the role of college faculty and would establish stronger ties with successful, practicing teachers.

Bradford (1999) studied four "exemplary" middle school teachers over a period of three years to determine the extent to which they used five pedagogical standards:

1. Joint productive activity (JPA) required teachers to design instructional activities that featured student collaboration.
2. Developing language and literacy (DLL) across the curriculum required teachers to listen to students and ask about home, community, and the instructional topic to assist language development through modeling, restating, clarifying, questioning, and praising.
3. Making meaning (MM) required teachers to plan jointly with students to design community-based learning activities.
4. Teaching complex thinking (TCT) required teachers to help students see the whole picture as a way of understanding the parts.
5. Teaching through conversation (TTC) required the teacher to lead students through instructional activities through dialogue.

Bradford based her study on four formal classroom observations and four formal interviews with each teacher as well as informal observations and interviews. Two participants were African American women; the other two were White men. All four teachers taught reading to low-achieving African American students. Two teachers came from each of two schools in a metropolitan area of the

south central United States. One of the schools was 20 years old, located in a run-down area, and had predominantly African American students; the other was only four years old, located in the central part of the city, and had a minority enrollment of about 66%.

The researcher used an instructional rating guide, the Activity Settings Observational System (ASOS), to measure teacher use of the five pedagogical strategies previously explained. Each of the five scales had eight indicators, except for teaching complex thinking, which had five.

To prepare students for the study, the researcher introduced them to audio taping two weeks before the formal observations began. She explained the research study to the participants and encouraged both the teachers and the students to ask questions. Next, Bradford taped whole class and small group conversations. The final step was to ask informal questions of the teachers before and after class to clarify the observations, to get immediate feedback, and to gauge the general reactions of the participants.

To increase the validity of the study, Bradford reported using parallel comparisons between her observations and the intended behaviors of the participants. The researcher analyzed the data, using the

ASOS rating scale, an activity-setting observation system formulated by Tharp et al. (1998) to analyze, quantify, and provide a thin description of activities. The ASOS uses specific theory-based categories to describe various features of activity settings, operationalized as the who, what, when, where, why, and how of any social setting.

The female teachers did not match the demands of the JPA category about 75% of the time, but one of the women and one of the men arranged classroom seating for classroom conversation (TTC) about 75% of the time. The other two teachers, one male and one female, did not seem to monitor or support student collaboration most of the time. In the DLL category, the teachers performed similarly. In the MM category, one of the female teachers performed none of the items across any of the observations. The other three teachers performed the activities infrequently. In the TTC category, one of the female teachers demonstrated no inclination to arrange the classroom to accommodate conversation. The other female teacher practiced this behavior all of the time. One of the males practiced it moderately, and the other male practiced it about half of the time.

Bradford summarized her study by stating that the teachers compared similarly across the five standards.

None showed consistent or frequent use of the pedagogical strategies. Instead, instruction focused on drill and repetition. The researcher reported that students were often apathetic and had difficulty assimilating new information into their lives. Student interviews corroborated disengagement with the material being taught; the students could not connect the instructional contents to their lives outside of school. Bradford termed her results "alarming" since all four teachers were identified as exemplary by their principals. As a result, she questioned the benchmarks used to measure student success and teacher excellence.

Bradford reported that the teachers she observed used authentic learning situations modestly less than 50% of the time and used them extensively only 20% of the time. She stated that her research findings were consistent with other studies related to effective school instruction of minority, low-achieving middle school students in that the teachers continued to emphasize teacher-directed activities most of the time. In the researcher's words: "The practices of the teachers that appeared effective seemed as though they were random acts of instructional behavior" (p. 72). The implication of Bradford's study is that in spite of research linking authentic learning experiences to

increased achievement by minority students, even those teachers considered to be outstanding have continued to use out-dated, ineffective methods to work with minority populations.

Paccione (2000) explored possible answers to what kinds of life experiences contributed to teacher commitment to multiculturalism and by what process individuals formed that commitment. The researcher mailed questionnaires to all members of the National Association for Multicultural Education (NAME) who were involved in pre-K through post-secondary education and who had attended the 1997 NAME Annual Conference ($N = 330$). The questionnaire consisted of demographic questions and one open-ended question. Only 100 usable questionnaires were returned, a 30% response rate. The researcher subsequently completed interviews with 45 volunteers from the sample who had returned the surveys.

Paccione used computer-coding software to arrive at a final set of 11 identifiable themes. Intercoder reliability averaged 92%. The researcher found the strongest indicator for commitment to multiculturalism was job situation (44%). Additional themes that emerged were personal power (37%), discrimination due to respondent's minority status (36%), childhood experiences (35%),

experience with cultural immersion (27%), training (23%), influence of mentor (22%), empathy (21%), temporal environment (21%), critical incident or significant event (20%), and heightened awareness (18%).

As a result of the study, Paccione concluded that commitment to multiculturalism was a four-stage process for individuals: (a) contextual awareness, stemming from childhood experience; (b) emergent awareness as a result of being personally affected by diversity issues; (c) transformational awareness, arising from education or training; and (d) commitment to advocacy for multiculturalism, culminating in the individual's assuming a leadership role in diversity issues and/or multicultural education.

Paccione made three recommendations for teacher education programs: (a) to place future educators in multicultural settings to coincide with diversity course work; (b) to place student teachers in racially/culturally diverse settings; and (c) to infuse service learning throughout the teacher education program. Although colleges of teacher education have little control over the life experiences that might predispose teacher candidate to be better teachers of diverse populations, increasing

preservice teacher contact with those populations is certainly within the realm of teacher education programs.

Stodolsky and Grossman (2000) conducted case studies on four mathematics and four English teachers in two high schools in an urban California school district that had been under court-ordered desegregation for two years before the study. Principals identified two teachers in each subject whom they believed were "teaching for understanding." Principals defined this term as they chose. The teachers appointed to the study all had reputations as competent teachers and had at least 19 years of teaching experience. Researchers interviewed each of the teachers at least twice and, on the same day, observed two classes taught by the teachers.

Independent of the case studies, teachers in the same district ($N = 700$) completed surveys designed to measure willingness to adapt instruction, goals, conception of subject matter, instructional approach, and efficacy. The researchers used survey results to develop scales for correlation analysis of interview responses in addition to their qualitative analyses. Stodolsky and Grossman did not explain how they selected the sample, nor did they fully describe the items and scales in the survey.

On the basis of the interviews, observations, and a correlation analysis, the researchers concluded that when teachers have multiple goals, such as teaching a content concept and facilitating group collaboration, they may find it easier to adapt instructional practices and curriculum to fit new situations. The researchers also concluded that the English classroom might be more comfortable for multicultural learners than the mathematics classroom because English teachers see their subject matter content as less rigid.

Survey results led the researchers to report that a rigid view of classroom curriculum correlated negatively (-.37) with teacher flexibility in restructuring classroom practices for a diverse population in both English and mathematics classrooms. Teacher self-efficacy, on the other hand, correlated positively with adaptability in both English (.47) and mathematics (.58) classrooms. Other significant positive correlations ($p < .01$) included teacher personal growth, human relations imperative, personalization of instruction, individualization of instruction, and student effort emphasis. These study findings have implications for teacher preparation programs, particularly in the teaching methods courses that are an inevitable part of most of those programs.

Wilkinson (2000) conducted a study of four schools in Canada to examine the results of an initiative to address multiculturalism through teaching the arts. Methodology, described by the researcher as "modified responsive evaluation" (p. 178), was a multi-site case study. Data collection included participant observation of classes over a five-month period; formal interviews with school personnel and with students and artists who had visited the schools; and mining of documents, including lesson plans, student journal pages, and teacher responses. The researcher reported use of seven levels of triangulation, including categories within each school, between school levels, and across databases from the four schools.

Wilkinson identified 10 themes or principles and asserted that the high degree of diversity within each of the studied schools made the implications especially important for students identified as ESL. Besides providing an additional means of communication for ESL students, she found that arts education tended to validate minority cultures. Wilkinson's findings are important because often diverse students attend schools in low socioeconomic areas where curriculum is pared to the bone and offers few arts experiences.

Kai, Spencer, and Woodward (2001) studied health educators ($N = 61$) from 42 different organizations in the United Kingdom to identify experiences and challenges perceived to be related to diversity issues. The study had two purposes: (a) to identify the perspectives of educators interested in the field of diversity education, and (b) to provide opportunities for debate about appropriate teaching.

Kai et al. held workshops in three different settings in England: a medical school in a southern region, a metropolitan health development center, and a northern regional network. The researchers collected qualitative data during the workshops from participants' and facilitators' flip chart notes, participant observation, and written records of group work and discussions. Kai et al. collected additional data after the workshops from participants' feedback and facilitators' field notes. Thus, trustworthiness was enhanced by triangulation of data. Furthermore, Kai et al. sought respondent validation at the end of workshop sessions. Finally, the researchers mailed summaries of their analyses to participants for validation (member checking).

The researchers read material repeatedly and coded all documents, comparing across workshops to develop common

themes. One emergent theme was a tremendous variance in participant training in and exposure to ethnic diversity. Most participants had experienced only isolated elements within courses, such as superficial descriptions of cultural differences. A few of the participants had seen attempts to integrate diversity issues into existing curricula and to use more interactive methods.

A second theme was that some participants had observed direct resistance to diversity training because there were few ethnic minorities in their locations. For many, the workshops had been their first encounter with diversity training.

A third theme that arose was the participants' reluctance to teach diversity issues because they had little training or experience themselves. From this third theme emerged questions related to teaching for diversity: (a) Should training attempt to change prejudicial or racist attitudes? (b) Should training encourage learners to develop greater awareness and reflect upon their attitudes? (c) Should training of educators be limited to the specific minority populations in their area? and (d) Should training emphasize transferable skills that could be used whenever ethnic diversity affected health education?

A fourth theme was the need for support of educators in working through ethnic diversity issues. Subthemes also emerged from this theme, such as the ethnic diversity of health educators themselves, and the general sensitivity to discussing attitudes toward minorities.

Based upon their findings, Kai et al. listed key elements for empowering teachers in teaching ethnically diverse populations: (a) encouraging reflection upon teachers' own attitudes and practices, (b) enhancing teachers' skills in responding to ethnic diversity, (c) increasing familiarity and understanding of theoretical concepts and sensitive topics, (d) drawing upon lessons learned from teaching this field in other disciplines, (e) finding and developing existing models of teaching and practical resources for training, and (f) enhancing facilitation skills in potentially emotive contexts and with ethnically diverse learners. The researchers suggested that many educators had less experience and understanding of ethnic diversity than developers of education programs might recognize. They acknowledged, furthermore, that empowering educators to teach to diversity would be time-consuming both for the educators and for those supporting them.

Kai et al. stated that the selection of participants was a limitation to their study. The participants were self-selected and had some prior interest in the topic of diversity education. The researchers suggested further study of educators in other contexts. The results of this study are consistent with what American researchers have found -- increased interaction with diverse populations in or out of the school setting aids teachers in understanding and respecting those populations.

Sogunro (2001) conducted a qualitative study on multicultural education based on semistructured interviews with teachers, parents, and building and school system administrators who were selected "based on the researcher's perception of their ability to articulate their thoughts and experiences" (p. 20). All participants had school-aged children.

Sogunro collected data during interviews and recorded them in writing during the interview or by tape, which was later transcribed. Content analysis also included comments made by participants outside of the interview context. Analytical procedures consisted of coding the data, categorizing the data, identifying themes, and counting the frequency of responses.

Sogunro identified and discussed themes stated as needs: (a) to reform the ways multiculturalism is addressed by curriculum, (b) to redesign teacher preparation programs to implement curriculum reform, (c) to change teacher attitudes toward minority children, (d) to filter educational materials to reflect more equitable treatment of minorities, (e) to increase teachers' sensitivity to learning styles and variations in culture, (f) to develop in all students critical thinking and analytical skills, (g) to build students' self-esteem, (h) to require teachers to be bilingual or multilingual, (i) to eliminate one-shot approaches to multiculturalism, and (j) to increase effectiveness of leadership and management practices in the schools. (Discrepancies in the reported number of individuals interviewed and questionable sample selection methods diminish the impact of Sogunro's findings.)

Torres (2001) reported a case study of three White teachers who completed classroom inquiry projects with their LEP students in an effort to modify curriculum for diverse needs. Torres selected these participants from a larger pool of mid-career teachers participating in a partnership between the university and public schools in the Santa Clara, California area. The researcher selected

participants based on the sole criterion of the focus of their projects.

The researcher collected data from a variety of oral and written sources, including those of the participants and peer support teachers, his own field notes, and classroom observations. He established reliability from peer support teachers who had completed the program previously. Although the researcher noted the limitation of a study confined to only three cases, Torres stated that the teachers in the study transformed their teaching over the course of the study. Specifically, he noted that they became more sensitive to the learning needs of their LEP students and more thoughtful in their selection of classroom materials and methodologies. According to Torres, the impact of the transformation was empowerment of both the LEP students and the teachers. As a result, the three teachers became more reflective in their practice and recognized that sensitivity to the needs of LEP students applied to all students in their classrooms.

With the rapidly changing ethnic balance in the United States and an increasingly homogeneous teaching force, teacher preparation and professional development programs in the nation's colleges and universities must offer appropriate training to teachers to meet the challenges of

teaching children of diverse racial, ethnic, and cultural backgrounds in the future. Other diversity issues for teacher education programs include socioeconomic diversity and sexual orientation. Many also argue for the inclusion of students with disabilities in discussions of diversity, noting that both are socially constructed categories.

In the studies examined, there are indications that personal life experiences, including field experiences in multicultural settings, had a significant influence on teacher commitment to multiculturalism (Haberman & Post, 1998; Paccione, 2000). Although teacher education programs cannot and should not direct the personal experiences of prospective teachers, nor should such programs restrict admission to teacher candidacy to those individuals who have had particular experiences, it would appear that one of the keys to enhanced multicultural effectiveness in the classroom includes more numerous and more frequent contacts for preservice teachers with minority populations. While working teachers may modify their multicultural practices in light of new experiences and a broader knowledge base, the attitudes and practices of preservice teachers related to diversity are more directly affected by experiences in teacher education and teacher professional development

programs (Ladson-Billings, 1994; Haberman & Post, 1998; Wilkerson, 2000; Harmon, 2002).

Attitudes and Behaviors of Teacher Education Faculty

Adequately training future teachers for success with learners from diverse backgrounds may require a reorganization of teacher education programs, which, in turn, may well require attitudinal shifts among instructors at the post-secondary level (Huerta, 1999). A few researchers have examined the attitudes and behaviors of teacher education faculty toward multicultural education.

Although there is little agreement among educators about what constitutes multicultural education, the National Council for Accreditation of Teacher Education (NCATE) in cooperation with the American Association of Colleges of Teacher Education (AACTE) began requiring multicultural education as a component of accredited teacher preparation programs in 1979 (Huerta, 1999). Numerous researchers have examined the implementation and impact of this mandate.

Miller, Miller, and Schroth (1997) examined teacher educator attitudes and behaviors toward diversity and perceived institutional support for culture-fair policies by studying how graduates of teacher education program perceived the nature and quality of the multicultural

training they had received. The participants ($N = 98$) were practicing K-12 teachers. They were predominantly White (70%), female (80%), Protestant (64%), and middle class (median family income, \$60,000). Most of the participants had completed university teacher preparation programs (94%) rather than alternative certification programs (6%). Interviewers randomly selected the participants from a convenience sample of elementary and secondary schools in the region of a Texas university.

The participants completed a 51-item questionnaire, modified from The Survey of Cultural Attitudes and Behaviors developed by two of the authors. Miller and Miller developed the instrument to measure teacher perceptions of attitudes and behaviors of faculty in their teacher preparation programs. The instrument gathered data in four domains: race, gender, sexual orientation, and social class. The instrument also measured teacher perceptions of the effectiveness of the diversity component of their teacher education programs and of the level of support at their institutions for culture-fair policies and practices. The response format used a 7-point, Likert-type scale (1 = *strongly agree*, and 7 = *strongly disagree*). The participants also responded to demographic questions. The

researchers used structured interviews with the participants to augment questionnaire data.

The researchers used a within-subjects, treatment-by-treatment-by-subjects design to analyze responses to the questionnaire that examined three dimensions (teacher perceptions of education faculty attitude toward diversity, teacher perceptions of education faculty behaviors toward diversity, and teacher perceptions of institutional support for culture fair policies) and four domains (race, gender, sexual orientation, and social class). The researchers found main effects for domain and dimension, and interaction effects for the domain-by-dimension to be statistically significant. The researchers used the multiple *F*-test procedure ($p \leq .05$), analyzing all possible pairwise comparisons among mean attitude, behavior, and instructional support scores.

The findings are summarized below:

1. For the race domain, the researchers found a significant difference between the means for faculty attitudes ($M = 2.73$) and institutional support ($M = 3.38$).
2. For the gender domain, the researchers found a significant difference between the means for faculty

attitude ($M = 3.02$) and institutional support ($M = 3.56$).

3. For the sexual orientation domain, the researchers found a significant difference between faculty attitude ($M = 4.01$) and faculty behavior ($M = 4.61$), between faculty attitude ($M = 4.01$) and institutional support ($M = 4.48$), and between faculty behavior ($M = 3.73$) and institutional support ($M = 3.18$).

5. For the attitude dimension, the researchers found statistically significant differences between race ($M = 2.73$) and sexual orientation ($M = 4.01$) means, race ($M = 2.73$) and social class ($M = 3.74$) means, gender (3.05) and sexual orientation ($M = 5.01$) means, and gender ($M = 3.02$) and social class ($M = 3.74$) means.

6. For the behavior dimension, the researchers found significant differences between sexual orientation ($M = 4.61$) and each of the other domain means, race ($M = 3.05$), gender ($M = 3.16$), social class ($M = 3.18$).

7. For the institutional support dimension, the researchers found significant differences between sexual orientation ($M = 4.48$) and each of the other domain means, race ($M = 3.38$), gender ($M = 3.16$), social class ($M = 3.18$).

The researchers also performed separate analyses of variance for each of the subscale scores, using dichotomized demographic variables and independent variables such as White/non-White, income level under \$50,000/income level over \$50,000, Protestant/non-Protestant, degree of religious or political conservatism/liberalism, under 10 years teaching experience/more than 10 years teaching experience, and under/over 35 years of age. They found significance only for number of years of teaching experience and age variables. Teachers with less than 10 years teaching experience and teachers under the age of 35 showed significantly less bias on 8 of the 12 subscale scores.

The researchers used an inductive approach to analyze the interview data. Each researcher separately categorized responses to each question. The researchers created final categories with agreement by two of the three researchers. The researchers found that, in general, the participants did not perceive differentiated treatment of students by their university professors based on race. The participants also reported that their instructors did not address the issues of race, gender, gender orientation, or social class in their classrooms.

Cochran-Smith, Albert, Dimattia, Freedman, Jackson, Mooney, Neisler, Peck, and Zollers (1999) conducted a multi-year collaborative research and professional development study. The research questions for the study were as follows:

1. What were the common and divergent concepts of teaching for social justice in teacher education?
2. How did teacher educators put into practice their understandings of social justice?
3. What ethical and methodological issues emerged from collaborative self study of social justice among teacher educators?

Cochran-Smith et al. gathered data from the total population ($N = 19$) of teacher educators and administrators at Boston College. The participants met biweekly to design the self-study. The first goal of the collaborative study was to establish a consensual definition of social justice, but the researchers soon abandoned this goal, reporting that to pursue it might have prevented them from reaching the more important goal of reforming the teacher education program with a commitment to social justice. For this reason, the researchers developed a series of structured conversations to allow the participants to develop understanding of diverse points of view. Each of these

sessions included individual writing, breakout discussions, small group reports, presentations by guest speakers, whole group discussions, and analyses of case studies.

Over the course of the two-year study, the teacher educators participated in seven two-to-three hour discussions on the subject of social justice. The researchers audiotaped and transcribed the meetings. They also collected meeting agendas, flipchart notes, and other artifacts from the meetings as well as email messages and other correspondence related to social justice issues. The themes of the seven sessions included (a) definitions of social justice, (b) changes in the teacher education program to reflect social justice, (c) implications of social justice on everyday dealings, (d) issues of social justice related to disabilities and special needs students, (e) social justice experiences of gay and lesbian youth, (f) racial awareness and racism, and (g) breaking cycles of oppression.

The researchers reported that over the course of the discussions, individual participants altered or broadened their definitions of diversity and social justice. Cochran-Smith et al. stated that the impact of the self-study, however, went beyond the individual: "Social justice became a unifying theme . . . " (p. 242). The researchers

also identified a second theme: including the views of all stakeholders (including previously marginalized groups) in school-community and school-university collaboration.

Based upon the findings of Cochran-Smith et al., it would appear that encouraging teacher education faculty to discuss diversity issues, and increasing collaboration between colleges of education, local schools, and community groups can have a positive impact on the attitudes and behaviors of those faculty toward diversity training. In spite of the NCATE mandates, however, some teacher education faculty have been reluctant to alter their programs to address multicultural issues.

Huerta (1999) conducted a two-year qualitative, action research study about the barriers to implementing multicultural education. The participants were 25 teacher educators at Utah State University; only one was a member of a minority group. The majority of participants was tenured and had more than 10 years' experience at Utah State.

The researcher noted the homogeneity of Utah residents in general; 70% of them were Mormon and shared many common beliefs and values. Huerta also emphasized the state legislature's decision to deny student gay and lesbian organizations the right to meet in public high schools, and

the 1997 bill to make English the official state language. She cited other Utah movements against affirmative action and bilingual education. At the same time, she noted that the influx of minority students in Utah increased sharply from 1991 to 1997.

Huerta identified specific philosophies and activities for the study participants to consider. The researcher used various data collection methods: focus groups, interviews, and document mining. During the two-year study, six faculty in-service programs offered a multicultural focus.

Teacher educators assessed themselves according to four theme areas: (a) ability to communicate effectively about diversity issues, (b) ability to exercise reflective teaching practices, (c) identification and evaluation of multicultural resources, and (d) overall extent of systemic change. Huerta asked the participants to reflect on their own practices as well as the university's implementation of the 1979 NCATE mandate for multicultural training in teacher education programs.

The researcher determined that Utah State had no mandatory multicultural education component in its teacher education program. In addition, the faculty had major disagreements on the issue of diversity education in spite

of the NCATE mandate; few included any multicultural research in their courses, with the exception of instructors in language arts and social studies methods courses. Many participants also questioned the need to reorganize or revise existing curricula and practices.

After examining course syllabi, Huerta determined that there was little, if any, multicultural course content in the teacher preparation curriculum before the multicultural in-service training program. She also found that no lecture in the teacher education department focused on the topic of sexual orientation. Even after the in-service series, Huerta found that teacher educators at Utah State did not include the topics of prejudice, racism, sexism, homophobia or intolerance, although a few used the additive approach of incorporating some multicultural content into their courses. For the most part, such content was limited to a single class session in a methods course, except for social studies and language arts methods courses where instructors presented more multicultural content.

Huerta concluded that although teacher educators were aware of the changing complexion of America, they were unwilling or unable to incorporate appropriate strategies into their teacher education courses. She recommended that teacher education programs develop a uniform, standardized

definition of what constitutes multicultural education, perform more action research in the field, and develop strategic plans for teacher education programs.

Researchers at another university found that faculty workshops about diversity helped teacher educators to change their ideas about the content of their courses. Gallavan, Troutman, and Jones (2001) conducted a three-stage qualitative study to determine the extent to which teacher education faculty and students at the University of Nevada, Las Vegas, had internalized diversity standards. One aspect of the study involved interviewing faculty of the teacher college after a two-day workshop designed to encourage valuing diversity. An analysis of syllabi created following the workshop revealed increased sensitivity toward cultural diversity. The researchers did not report specific methods or results.

Unfortunately, only a few studies have examined the attitudes and behaviors of teacher education faculty toward diversity and its place in their curricula. For teacher preparation programs to train future teachers for success in classrooms that are increasingly diverse, teacher educators must first examine their own practices (Cochran-Smith et al., 1999). Required courses in teacher education must include relevant experiences that address ways of

meeting the needs of students who are different - racially, culturally, linguistically, or socioeconomically - from the mainstream White, middle-class culture that produces the majority of teacher education candidates (Huerta, 1999).

The National Council for the Accreditation of Teacher Education (NCATE) (2002) Standard 4 for Unit Evaluation states unequivocally that teacher preparation programs must provide curriculum and experiences that enable candidates "to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools" (p. 10). In the years since NCATE first began requiring a multicultural curriculum component in teacher education, institutions of higher learning have developed numerous strategies to comply, although the research on the effectiveness of these initiatives is sparse. Some researchers have examined the attitudes and behaviors of practicing teachers and teacher education faculty; other researchers have targeted preservice teachers in their studies.

*Preservice Teacher Perceptions of Teacher Educator
Attitudes and Behaviors toward Diversity*

While working teachers may modify their multicultural practices in light of new experiences and a broader knowledge base, attitudes and practices of preservice teachers related to diversity are more directly affected by teacher education programs and teacher professional development programs (Ladson-Billings, 1994; Haberman & Post, 1998; Wilkerson, 2000; Harmon, 2002). Studies about the perceived attitudes and behaviors of teacher educators by preservice teachers have been far more numerous than those about attitudes and behaviors by the teacher educators themselves.

Marshall (1996) surveyed preservice and in-service teachers ($N = 206$) in the first part of a study to determine teacher concerns about diverse students. The researcher selected an equal number of first-year education majors and experienced middle and high school teachers to determine if there were differences in the type and kind of concerns between the two groups about working with a diverse student population. Participants answered four open-response questions about their cross-cultural awareness levels. The researcher initially identified 300 questions or concerns of participants. A panel of experts

subsequently pared the list to 243 by eliminating vague or ambiguous responses. From the list of 243 concerns, the researcher found four themes: (a) familial/group knowledge, (b) strategies and techniques, (c) interpersonal competence, and (d) school bureaucracy. A panel of three judges (two college-level multicultural professors and a doctoral student) matched the four themes to the 243 items. All questions matched at least one category, and no new themes emerged.

Marshall then used three-round modified Delphi technique to estimate face validity for the construct concerns. In the first round, the judges independently assigned one of the four themes to each question in the survey. The researcher eliminated questions not scored identically by two of the three judges, reducing the number of questions to 159. In the second round, approximately one month later, the same judges reviewed a reorganized version of the questions and assigned each question one of the four themes. This reduced the number of questions to 103 when the researcher removed questions not scored identically by two of the three judges.

Round three took place six weeks later when the same panel of judges reviewed a further-reorganized version of the 103 questions, again assigning each question one of the

four themes. In this final round, the researcher retained only those questions that the three judges scored identically, reducing the number of questions to 64. The researcher used the 64 questions to form the Multicultural Teaching Concerns Survey (MTCS).

Marshall mailed the resultant instrument (MTCS) to preservice and in-service teachers ($N = 263$), but she did not explain how she selected the sample. Of this number, 151 returned surveys, a return rate of 57%. The researcher found 146 of the returned surveys to be usable for analysis. Approximately 60% of the usable surveys came from preservice teachers; the other 40% came from practicing teachers. The participants were largely female (81.5%). Factor loading revealed that four factors (cross-cultural competence, strategies/ techniques, school bureaucracy, and familial/group knowledge) accounted for 51% of the variance in the survey items. The researcher found that these four factors confirmed the four multicultural concerns identified in the first part of the study.

Pettus and Allain (1999) developed a questionnaire to assess preservice teacher attitudes toward the multicultural education they had received in their preparation programs. The instrument utilized expert

opinion in selecting and refining appropriate questions for a Likert-type response, with 1 = *strongly agree* and 5 = *strongly disagree*. The 57-item questionnaire was first administered to a group ($N = 62$) of students enrolled in a four-week summer multicultural education course at James Madison University. Using an alpha level of .05, and a repeated measures t -test, the researchers reported statistically significant differences in pretest and posttest scores ($t = 15.11$, $p < .01$). The alpha coefficient for the pretest was calculated to be .94, and for the posttest .95.

Based on an analysis of the correlation between item scores and questionnaire totals, Pettus and Allain revised the questionnaire, omitting four items, before administering it to a second sample of students ($N = 61$) who enrolled in the multicultural class the following year. For this second administration, the researcher also collected demographic information including age, gender, race, and teaching major. The questionnaire was completed near the beginning of the course. An alpha coefficient of .92 established reliability of the questionnaire.

The researchers used analysis of variance (ANOVA) to analyze the student scores based on the demographic information; however, they stated that the group was

racially too homogeneous to warrant comparisons on that basis. An ANOVA based on age showed no significant differences, with an alpha level of .05. An analysis by gender did show significant difference ($p < .048$), with females tending to be more favorable toward the multicultural education issues than males. The analysis by teaching major with an alpha level of .05 showed statistically significant differences ($p < .0006$), with English and humanities majors showing significantly more favorable attitudes toward multicultural education than did the students with teaching majors in social science, mathematics, or natural science majors. The latter findings are similar to those of Stodolsky and Grossman (2000).

Witcher and Onwuegbuzie (1999) studied preservice teacher perceptions of effective teachers and investigated factors (gender, ethnicity, age, year of study, area of specialization, and parental status) that might have influenced the responses. The participants were preservice teachers ($N = 219$) attending a mid-southern university. The majority was female (72.18%) and White (89.6%). Ages ranged from 19 to 50. Nearly all participants had attended public high schools (94.7%). The participants completed a questionnaire during class sessions to identify and rank 3-

6 characteristics they thought excellent teachers possessed or demonstrated. The participants also provided demographic information.

The researchers used a mixed-methodological analysis, consisting of two stages. The first stage used a phenomenological mode of inquiry to examine responses. The researchers also utilized constant comparative analysis to identify themes in the responses. The second stage used inferential and descriptive statistics to analyze themes. The researchers used a series of Fisher's Exact tests to determine which background variables were related to each of the themes. In addition, the researchers used a factor analysis to find the underlying structure of the themes. Finally, the researchers used canonical correlation analysis to determine the relationship between sets of variables.

The researchers identified six themes: (a) student-centeredness, (b) enthusiasm for teaching, (c) ethical behavior, (d) classroom and behavior management, (e) teaching methodology, and (f) knowledge of the subject. The Fisher's Exact tests showed that females placed more importance on student centeredness, while males tended to emphasize management style. Older students cited more characteristics related to ethics. White students thought

management skills were more important than did minority students.

The researchers used a maximum likelihood factor analysis with oblique rotations, finding a four-factor solution that explained 74.7% of the total variance. They used a .30 minimum loading value and found that classroom behavior management and enthusiasm loaded on the first factor, knowledge of subject and student centeredness loaded on the second factor, ethicality loaded on the third factor, and teaching methodology loaded on the fourth factor.

The canonical analysis showed that the six canonical correlations combined were statistically significant ($p \leq .05$), but when the researchers removed the first canonical root, the other five were not statistically significant. Likewise, when the researchers removed the first and second canonical roots, the other four did not show statistical significance. In general, the researchers found that females and minority students rated teacher characteristics related to ethicality and teaching methodology higher; they noted attributes associated with knowledge of subject matter and classroom behavior and management lower than did their male and majority counterparts.

Artiles, Trent, Hoffman-Kipp, and López-Torres (2000) conducted a study within a teacher education program that had been "restructured" to prepare social justice educators. According to the researchers, one of the purposes of the study was to address the scarcity of research about preservice teachers and the role of culture in children's learning. The researchers' goal was to document the interplay between scientific and everyday concepts in preservice teachers' appropriation process (disposition to use a cultural tool).

The participants in the study ($N = 23$) were bilingual education teachers enrolled in a required class taught by the first author. The participants wrote essays describing their views on cultural diversity, constructed their own philosophies of social justice education, and conducted case studies focusing on an aspect of Latino children's learning. The researchers video-recorded class sessions; they audio-recorded some randomly chosen small group discussions within the class.

The researchers reported only their preliminary findings. They found an incremental difference in the number of scientific concepts students used in their field notes over time, as participants reflected on how they had used (or would use) them in their own practice. Artiles et

al. found little change in participant awareness of the political dimension in learning processes, although those students who were more aware of political aspects before the class began showed increased tendencies to use cultural-historical filters to understand their experiences in the course.

Ambrosio, Seguin, Hogan, and Miller (2001) studied teacher preparation for multiculturalism at Emporia (Kansas) State University (ESU). The purposes of the study were fourfold: (a) to determine how well the students were equipped with knowledge and skills to function in multicultural classrooms; (b) to determine to what extent the teacher education program had affected attitudes, knowledge, and abilities (skills) with respect to multicultural and diversity issues; (c) to determine to what extent student teacher placement had influenced perceptions of diverse classrooms; and (d) to determine the effect of the general education program on attitudes, knowledge, and skills with respect to multicultural issues.

Ambrosio et al. devised a rubric for assessing multicultural lesson plans of student teachers at ESU. The researchers conducted a longitudinal study of virtually all of the teacher candidates ($N = 361$) at ESU during the study. The researchers examined four factors: (a) lesson

plan objectives, (b) lesson plan mechanics, (c) lesson plan rationale, and (d) lesson plan inclusiveness. The research team scored each lesson plan at one of four levels (incomplete, unsatisfactory, developing, proficient) in each factor, using criterion-referenced assessment. They computed mean scores and standard deviations, and the number and percentage of students at each level in each category. The researchers stated an interrater reliability on the rubric factors ranging from .83 to .89. Local and national practitioners assured validity.

The researchers stated that their results showed no significant difference in rubric factor mean scores among semester cohorts or subject areas. Rubric scores approximated a normal distribution. About half of the student teachers demonstrated minimally satisfactory scores; only a small portion demonstrated proficiency. The researchers' found that few students took a course in ESL methodology unless they were seeking that endorsement, that student teachers did not learn to use inclusion strategies for ESL students, and that student teachers varied in their attention to the details of lesson plans.

Gaine (2001) conducted a longitudinal study of primary school student teachers ($N = 17$) in the United Kingdom and their responses to course elements about race. All 17

participants were females who volunteered to participate in the study during the post-exam period of their final year of teacher preparation. Gaine interviewed the participants at length. In addition, the researchers asked the participants to complete follow-up questionnaires after 3½ years of teaching; only 11 of the original 17 participants did so, a response rate of 65%. The teacher preparation program had attempted to address racism with a four-step plan: (a) compulsory participation in an intensive one-day racial awareness program in year one, (b) compulsory attendance in an intensive 15-hour class that focused on race and gender in year two, (c) a specialist option in year four, and (d) "permeation" of diversity issues through other teacher education classes.

The participants reported that they had felt somewhat threatened and intimidated by the intensity of the first two components of the program's attempts to combat racism. Gaine found, however, that the shift in attitude, which the participants had found uncomfortable at the time, persisted throughout their teacher training and into their practices.

Gaine's analysis of the interviews revealed that participants' reactions to their initial sessions on racism had provoked four types of reactions: (a) anger/outrage, (b) annoyance/shame, (c) hostility, and (d) indifference.

From these reactions, Gaine designed a model to show orientations to racism and education. The researcher identified participant reactions as one of four types: (a) anti-racist, (b) anti-prejudice, (c) hostile, and (d) indifferent.

Gaine suggested that of the four reactions and their resultant orientations, only the anti-racist and the anti-prejudice orientations would qualify participants as reflective practitioners. Gaine identified the hostile orientation group as racist, while he described the indifferent orientation as indicative of those educators who believe that teaching should only concern subject matter issues. The researcher did not speculate about the distribution of any specific population into the four categories.

Taylor and Sobel (2001) investigated beliefs and perceived skills of a newly admitted cohort of preservice teachers ($N = 129$) in an introductory seminar at the University of Colorado at Denver. The researchers used a demographic profile to collect data about participant-anticipated teaching context, language proficiency, age, gender, racial background, religious affiliation, and socio-economic level. The participants were described as "overwhelmingly" female, White, monolingual English

speakers from middle- to upper-class households. They ranged in age from 20 to 30.

The researchers used previously administered surveys as a guide in constructing their own 45-item instrument. Part I of the instrument consisted of 34 statements about participant beliefs and perceived skills. Twenty-four items described individual beliefs; 10 items addressed perceived skills of the participants. The belief statements used a five-point, Likert-type response (1 = *do not believe* and 5 = *completely believe*). The skills statements also used a five-point, Likert-type response with 1 = *I have no competence* and 5 = *I have extreme competence*. Part II of the instrument contained key terminology to be defined and open-ended questions about beliefs and perceived skills for teaching students who were different from the participants.

The researchers used interpretive content analysis to categorize the responses to the open-ended questions and to identify common themes. They reported an interrater reliability for coding of 89.9%. They found four common themes in the belief statements: (a) right of all learners to equitable education despite perceived institutional discrimination; (b) responsibility of teachers to believe in students and to assess and direct their educational

needs; (c) lack of curricular and textbook recognition of the accomplishments of all Americans; and (d) lack of preservice teachers to maintain meaningful interaction with persons with special needs and/or with persons of diverse backgrounds.

The researchers identified five common themes related to the participants' perceived skills: (a) slightly more than half perceived themselves to be competent to create a classroom atmosphere that allowed for a variety of learning styles; (b) slightly more than half perceived themselves to be competent to identify the ways in which language could affect learner performance on tests; (c) slightly fewer than half felt competent to adapt methods for learners from diverse backgrounds; (d) just over one-third felt competent about knowing the historical contributions made by individuals of diverse backgrounds; and (e) more than 80% felt capable of confronting prejudices that were fostered in their own backgrounds.

It is encouraging that such a large majority reported that they felt capable of confronting their own prejudices; the fact that only about half of the participants believed themselves to be competent to teach students with diverse learning styles and cultural backgrounds, however, is cause for concern.

Dee and Henkin (2002) conducted a study among preservice teachers at an urban university to assess their dispositions toward cultural diversity. The primary focus was the impact of input characteristics and experiences on attitudes toward and comfort with diverse populations. Students in the sample ($N = 150$) were ready to enter the university's multicultural course sequence and had received no prior diversity education. The sample was predominantly female (70.3%); more than half identified themselves as Latino. Slightly more than 40% were over the age of 24. Their intended teaching majors were diverse, although slightly more than one third planned to focus on special education.

The researchers measured the dependent variable (attitude) by administering the Pluralism and Diversity Attitude Assessment (PADAA), an instrument to measure attitudes toward diversity and comfort levels in multicultural classrooms. The assessment consisted of 19 questions designed to measure attitudes toward cultural diversity and used a Likert-type response, with 1 = *strongly disagree* and 6 = *strongly agree*. The assessment measured four factors: (a) appreciation for cultural diversity, (b) assigned value for cultural diversity, (c) implementation of multicultural strategies, and (d) comfort

with cultural diversity. The researchers reported an alpha reliability coefficient of .91 and a test-retest reliability of .84. Student input characteristics and experiences (gender, age, ethnicity, intended teaching area, residential and work environments) were treated as independent variables. The participants were asked to choose Likert-type responses, with 1 = *no diversity* and 5 = *highly diverse*, to characterize their childhood neighborhoods, their current neighborhoods, and their co-workers and friends.

To measure student attitudes toward social interaction with diverse populations, the researchers used the social distance scale of the Multicultural Attitude Questionnaire (MAQ). This instrument measured levels of interest in participating in both casual and personal activities with diverse others, using a Likert-type scale with 1 = *very disinterested* and 5 = *very interested*. The alpha reliability coefficient for the MAQ was .92.

Students completed surveys during the first meeting of the introductory multicultural course. The researchers then used a principal components factor analysis of the PADAA to determine its suitability for use with the sample. Only items loading .50 or higher were included in the linear regression analysis. Dee and Henkin found that five

factors accounted for 63% of the variance in the survey items: (a) equity beliefs, (b) implementation of diversity, (c) comfort with diversity, (d) social value of diversity, and (e) assimilation.

Individuals in the sample strongly agreed with the concepts of equity and the social value of diversity. They were supportive of implementing diversity issues in the curriculum; they reported comfort with diversity. Scores on the assimilation sub-section, however, were low. The researchers interpreted these results to mean that the sample was positive about the expression of diversity and did not agree that assimilation into the majority culture was necessary or desirable.

Dee and Henkin performed a regression analysis of four of the five identified diversity factors as dependent variables. (Equity belief was not included because scores in the sample were uniformly high, with little variance.) The independent variables (gender, race, age, subject to be taught, diversity experiences, and social interaction) accounted for 28.4% of value of social diversity, 22.4% of the scores on implementing diversity, 17.7% of assimilation, and 10.6% of comfort with diversity. Although there were few differences among attitudes of subject-specific students, those who planned to teach

special education were less comfortable with classroom diversity than were students who planned to teach elementary education; older respondents tended to be more conservative than younger ones in their views of diversity. Dee and Henkin's findings about age seemed to contradict those of Haberman and Post's (1998) earlier study which found that younger people tended to be less tolerant of diversity.

Jennings and Smith (2002) conducted an ethnographic case study to determine the degree to which a single teacher education course might influence attitudes and behaviors toward multiculturalism among students in a teacher education program. The first study was of the participants in a five-week summer course titled Foundations of Multicultural Education at the University of South Carolina. The participants, nine women and five men, were all White; 11 were experienced teachers, and 3 were preservice teachers. The researchers reported that an analysis of student writings indicated that their meanings and language transformed to some degree during the course. However, the researchers found that the students' actions did not necessarily match their language. Overall, the students used the language of social transformation without accurately demonstrating an understanding of the meaning.

Furthermore, Jennings and Smith found that the participants actually seemed to misunderstand or misinterpret the meanings of some key concepts. Although the researchers found positive shifts in teacher attitudes during the course, they admitted that only small changes could result from a course of such short duration. The findings of Jennings and Smith seem to echo those of Dee and Henkin (2002); although preservice teachers tended to be very supportive of diversity, they were unsure how they might facilitate the learning of diverse students.

Jones (2002) studied a group of students ($N = 91$) who were beginning their teacher preparation program at a large university from which the majority of teacher education graduates taught in schools with large proportions of Spanish speakers and/or Native Americans. The participants in educational foundations courses completed a two-part, Likert-like scale questionnaire. The participants rated their agreement on a scale of 1-5 (with 1 = *strongly agree* and 5 = *strongly disagree*) with 16 statements about non-English speakers and learning a second language. The statements concerned beliefs about the importance of maintaining and developing a child's non-English native language and about how first and second languages relate to each other. According to Jones, the

statements in the survey were grounded in language acquisition research and reflected common assumptions by the public about second language learning. The participants also indicated whether they had any prior experiences working with non-English speaking children.

Jones analyzed responses to determine relationships between dependent variables (agree/disagree responses) and independent variables, such as proficiency in a second language, ethnicity, gender, prior experience with non-English speakers, and course work in bilingualism and/or ESL. Although Jones reported using SPSS software, she did not name specific statistical procedures, nor did she include tables in the published report. The researcher used percentages for most items reported in her findings, with a few correlations mentioned but not documented.

Jones found that, in general, the participants were in agreement with statements that were consistent with core principles of bilingual education and ESL. A majority of the participants (82%) agreed with statements that affirmed the importance of students' maintaining and developing their native language. Jones stated that the strongest positive correlations in this area came from those preservice teachers who were proficient in a second language.

A large number (77%) of the participants reported some prior work experience with non-English speakers through classroom observation, volunteer services, and tutoring. The researcher reported, however, that prior experience did not correlate consistently with alignment with accepted language acquisition principles. Jones reported that there were no consistent patterns in her findings. The researcher did report, however, three themes that emerged from the participant descriptions: (a) the time it takes to learn a second language, (b) the concept of levels of proficiency needed for various activities, and (c) comments on the academic achievement of language minority students.

Most assessments of the attitudes and behaviors of preservice teachers toward diversity have involved teacher education students who are predominantly White, ostensibly because such students comprise the vast majority of teacher education students. Kea, Trent, and Davis (2002), however, examined African American preservice teachers ($N = 43$) at a historically Black university. Of the participants, 41 were undergraduates, and two were graduate students. The majority was female (32/43), and the average age was 23.5 years. The participants completed three self-report scales focusing on their preparedness to teach culturally and linguistically diverse learners.

The Multicultural Knowledge and Teaching Survey assessed the extent to which the participants believed they understood cultural differences among various ethnic groups. Part I of this scale consisted of five demographic questions and five statements about participant knowledge. Part II of the scale identified the participants' perceived competency level through their rating of statements, using a five-point Likert-type scale (with 1 = *not at all competent* and 5 = *extremely competent*).

The participants reported that they understood the cultural differences of African Americans to a great extent and cultural differences of Whites to a moderate extent. They reported understanding Latino, Native American, and Asian American cultural differences only to a limited extent. Furthermore, the participants reported that they felt well prepared to teach African Americans, moderately well prepared to teach White students, but only somewhat prepared to teach children with disabilities, Native Americans, Asian Americans, Latinos, and people from other countries. The participants reported they felt only slightly prepared to teach non-native English speakers. These findings are consistent with those of other researchers (Ambrosio et al., 2001; Taylor & Sobel, 2001; Dee & Henkin, 2002) in that the preservice teachers showed

an affinity for teaching those students who are culturally like themselves.

Kea et al. also administered the Proposed Knowledge and Skills Needed by All Teachers Survey Form (PKSNAT) to the participants. Part I of this instrument contained 30 statements that focused on knowledge in understanding interactions among cultural groups, self-knowledge and awareness, and knowledge useful for the classroom. Part II consisted of 30 statements that focused on skills and knowledge all teachers need in those four areas. More than 80% of the participants rated 23 of the 30 multicultural knowledge statements on the PKSNAT as essential; 90% rated all the skills as essential. A majority of the participants (80%) felt highly competent to teach culturally and linguistically diverse students, but they reported feeling more competent to teach students from their own ethnic group. The findings from this portion of the study are more optimistic in their assessment of the competence of preservice teachers with culturally and linguistically diverse students.

The third survey instrument used by Kea et al. was the Survey of the Contributions to American Society by Various Ethnic Groups (SCASVEG). This survey consisted of 30 statements. The first four items measured beliefs and

attitudes about racial minorities and teaching; items 5-10 required the participants to identify living, prominent people from various ethnic/racial groups. Items 11-30 asked participants to match contributions to the race/ethnicity of the individual responsible. On this instrument, the participants answered correctly 71% of the items about African American contributions and 47% of the items about Whites. The participants answered correctly less than 20% of the items about Asian American, Latino, and Native American contributions.

Overall, the results of the Kea et al. study appear to show consistency with the results of studies about predominantly White preservice teachers. Both groups (White and African American) appear to be most knowledgeable about and most comfortable with students who share their own cultures.

Middleton (2002) used both qualitative and quantitative measures to assess preservice teacher attitudes and beliefs about racism, sexism, classism, disability, and homosexuality. The participants ($N = 104$) were enrolled in four sections of a required diversity class and self-selected. They were largely White (89%), female (61%) undergraduates (72%).

The research questions for the study were as follows:

1. Are beginning attitudes, beliefs, and commitments about diversity held by preservice teachers more in agreement or disagreement with issues of diversity?
2. Are changes in attitudes, beliefs, and commitments toward diversity reported by this population after participating in a diversity course?
3. What process(es) do preservice teachers use in attaining, maintaining, adapting, or creating ideologies for increased commitment toward diversity?
4. What is a framework for activities and experiences that facilitate change in preservice teachers' ideology and commitment toward diversity?

The participants completed the Beliefs About Diversity Scale, which consisted of 39 items designed to measure personal and professional beliefs about diversity. The instrument was used as both a pretest and a posttest of student beliefs before and after completing the diversity course. Survey items utilized a five-point, Likert-type response, with 1 = *strongly disagree* and 5 = *strongly agree*.

Middleton found that the participants were largely in agreement with issues of diversity. She found a Spearman correlation of .7185 between pretest personal and

professional beliefs and a correlation of .7593 between posttest personal and professional beliefs.

The researcher used paired analysis of pretest and posttest scores on the survey to assess changes in attitudes, behaviors, and commitment to diversity after the completion of the diversity course. *T*-tests showed significant differences in the variables of personal beliefs ($t = 3.29$, $df = 71$, $p = .002$) and professional beliefs ($t = 4.00$, $df = 72$, $p = .000$) for the combined group means of the preservice teachers.

Subsequent one-on-one interviews with the participants yielded four core themes for facilitating positive multicultural experiences: (1) level of awareness and assessment of capabilities, (2) the circumstances by which they were approached, (3) the authenticity of the speaker and the situation, and (4) the accountability of being held responsible for multicultural practices.

Middleton used the interview information to formulate guidelines for encouraging positive changes in attitudes, beliefs, and behaviors toward diversity by including multicultural curriculum that (a) is authentic and non-threatening, (b) fits cognitive and affective styles and levels of development, (c) is perceived as relevant to future success, (d) "gently" leads to an assessment of

one's own biases, and (e) allows time to make changes in one's thinking. This last theme poses an interesting contrast to Gaine's findings (2001) that preservice teachers seemed to benefit in the long run from uncomfortable confrontations of their biases.

Van Hook (2002) sought to identify the perceived attitudes and skills with which teachers would enter the classroom. The participants were students ($N = 68$) in two sections of a teacher education program at a large north central campus. All were early childhood education majors. There were 61 females and 7 males in the group; the average age of the participants was 20.05 years; all were White.

The participants reflected in writing on their beliefs about the obstacles to implementing multicultural education. As the researcher categorized the responses, four themes emerged: (a) difficulty discussing sensitive topics such as religion; (b) federal, state, and school regulations that were detrimental to diversity; (c) difficulty developing diversity curriculum and teaching methods due to time and financial constraints; and (d) the perceived inability of society, teachers, parents, and children to recognize and accept diversity. The participants identified parents as the single greatest perceived obstacle to multicultural education.

Capella-Santana (2003) used a combination of semi-structured interviews and questionnaires to collect data over an 18-month period from elementary education majors ($N = 52$) at a major urban Midwestern university. Only three of the participants were male. Two-thirds of the participants were White; 18% were Latino; 5% were African American; 5% were Asian American; 8% belonged to other ethnic groups. Approximately 84% were under the age of 25.

The questionnaire consisted of 43 items with five-point, Likert-type responses. The researcher used the questionnaire to collect data about attitudes and knowledge about (a) infusion of diverse cultures into curriculum, (b) bilingual education, (c) culturally related behaviors, (d) factors related to the formation of self-esteem, (e) racial/cultural stereotypes, and (f) assimilation of minority students into mainstream culture. The participants completed the questionnaire on four separate occasions: during their first week in the teacher preparation program, at the beginning and end of their second semester in their program, and at the end of their third semester of teacher preparation.

Capella-Santana used repeated measures analysis to determine changes in the participants' multicultural attitudes and trend analysis to identify the nature of the

changes. Near the end of the study, the researcher invited the participants to be interviewed to corroborate the statistical findings. Nine volunteered to be interviewed: one African American, one Asian American, four Latinos, and three Whites.

The researcher found statistically significant changes in participant attitudes toward bilingual education ($F = 17.46$, $p = .00$), factors related to the building of minority student self esteem ($F = 4.77$, $p = .003$), culturally-related behaviors ($F = 4.77$, $p = .003$), and assimilation of minority students into mainstream culture ($F = 14.63$, $p = .00$). According to the researcher, these four variables demonstrated a positive linear trend. Although the means for each variable increased from the first to second administration of the questionnaire and from the second to the third, means actually decreased from the third to the fourth administration. Capella-Santana noted that the questionnaire was administered for the third time just as the participants were finishing a course on multicultural education and an internship in a culturally diverse setting.

During the interview phase of the study, the researcher asked the participants to identify variables they believed were responsible for positive changes in

their attitudes and knowledge. The variables most frequently named by the participants were courses taken in bilingual education (77.8%), interaction with students and parents during their internships (73.1%), completing the required multicultural education course (73%), fieldwork experiences (69.2%), and classmates (65.4%). Capella-Santana stated that her study showed attitudes toward multicultural education could be changed positively by teacher education programs, especially those that included field placements in a diverse setting.

Capella-Santana's findings are significant because they show positive changes in the attitudes of preservice teachers as a result of completing multicultural course work and interacting with persons (parents, students, and classmates) who are culturally different.

Milner, Flowers, Moore, Moore, and Flowers (2003) studied preservice teachers ($N = 99$) in various stages of their pre-professional preparation at a large Midwestern university. Nearly all the participants (97) were White and most (84) were female. The participants completed the Cultural Diversity Awareness Inventory (CDAI), an instrument that is composed of 28 Likert-type items to which participants indicate the extent to which they agree

or disagree with statements on a five-point scale with 5 = *strongly agree* and 1 = *strongly disagree*.

Milner et al. reported that more than three quarters of the participants expected to teach students who were culturally different from themselves, and only 10% of the participants agreed that they were uncomfortable with individuals whose values were different from their own. Only 16% of the participants agreed with a statement that they were uncomfortable with people who spoke non-standard English, and nearly three quarters (73%) agreed that the regular curriculum should include ESL classes for LEP students. Nearly two thirds (64%) agreed that teachers should make accommodations for diversity within their classrooms, but most of the remainder (31%) were uncertain about such adaptations. Although the participants agreed with the idea of cultural inclusion, Milner et al. interpreted participant uncertainty as an indicator that a good number of the participants were uncertain about modifying their own curricula and methods to support multiculturalism in the classroom.

Once again, these findings agree with those of other researchers who have found that although a good percentage of preservice teachers support the concept of classroom diversity, many of them report a lack of certainty as to

how they will actually modify their own practices to reach diverse students (Artiles et al., 2000; Taylor & Sobel, 2001; Dee & Henkin, 2002; Jones, 2002; Kea et al., 2002; Capella-Santana, 2003). Although there seemed to be little initial interest in inclusion strategies for ESL students among education students and student teachers seldom demonstrated proficiency in multiculturalism in their lesson plans, some researchers have noted that required multicultural courses for preservice teachers do change their attitudes toward and beliefs about minorities (Artiles et al., 2002; Ambrosio et al., 2001; Gaine, 2001; Jennings & Smith, 2002).

It seems that increasing the exposure of preservice teachers to individuals with diverse cultural backgrounds through field placements and student teaching serves to improve their comfort levels and expertise with students whose backgrounds are significantly different from their own (Keim et al., 2001; Rudney & Marxen, 2001). Cross (1993) and other researchers (Jennings & Smith, 2002) have found, however, that a single course is seldom adequate preparation for classroom diversity.

The literature indicated that most preservice teachers supported the concept of multicultural education, but many were not adequately prepared to implement it in the

classroom. Often preservice teachers reported that they received little meaningful multicultural training in their course work, and they failed to transfer that course work to the classroom when they began to teach.

Studies about the perceptions of preservice teachers indicate that many perceived that they had not received adequate instruction in multicultural methodologies. Preservice teachers reported that the focus of much course content that purported to be multicultural instead concerned only the narrow topic of examining texts and other instructional materials for bias (Grant, 1981; Grant & Koskela, 1986). The major issues of race, gender, and social class were seldom a part of their teacher education courses. Of further concern was the unwillingness or inability of preservice teachers to carry over into their classrooms the multicultural instruction they did receive (Cochran-Smith, et al., 1999; Huerta, 1999).

Institutional Support for Diversity Education

Studies of preservice teachers have shown positive gains when teacher education programs have included multicultural education coursework. The inclusion of significant, relevant multicultural coursework indicates a measure of institutional support for diversity education and for culture-fair policies. Without such support,

multicultural content of teacher education programs is likely to be scant and superficial. Measuring the degree of multicultural course content and its quality has been the focus of some researchers in the field of diversity training.

Grant (1981) studied students ($N = 17$) in an elementary teacher education program at a large, Midwestern university. Grant's research questions were as follows:

1. To what extent were undergraduate students in a teacher preparation program receiving additional information about education that is multicultural (EMC) after receiving baseline knowledge about the concept in an introductory course?
2. What was the quality of the multicultural information received?
3. To what extent did students seek to increase their base level knowledge of EMC?
4. To what extent did students attempt to affirm the concept of EMC during their student teaching?
5. To what extent did students feel comfortable discussing problems and issues related to EMC in university classes and during their field experiences?

All members of the sample were White. Fourteen were women, and three were men. Grant interviewed the

participants three times, using an inventory of 15 questions that explored instruction in EMC, university assignments and projects related to EMC, and use of EMC concepts in the classroom. Each interview lasted 45 minutes to an hour. Experienced interviewers asked the same questions in each of the three rounds of interviews, which took place at the end of the students' second, third, and fourth semesters in the elementary education program. The researcher taped and then transcribed the interviews. To minimize possible bias, three different individuals examined and crosschecked data.

Grant found that the majority of students reported receiving additional instruction in EMC in their courses during the second semester of the program; however, most of the instruction focused only on examining instructional materials for racial and gender bias. The students perceived the instruction to have been repetitive. During student teaching, 13 of the 16 participants reported that they received no additional EMC instruction. Grant stated that it appeared the participants included concepts related to EMC in their papers and projects only when prompted to do so by their instructors, and confined their EMC content to examining instructional materials for racial and gender bias.

The researcher found that only four of the participants attempted to make their classrooms multicultural. Grant suggested that the student teachers were probably reflecting what they had observed in other classrooms organized predominantly by White female teachers for mostly White students. According to Grant, very few of the student teachers did anything on their own to increase their EMC knowledge. Requiring preservice teachers to complete multicultural courses would seem to bring few benefits unless the courses are perceived to be relevant to working with diverse students and unless the course content is internalized by the preservice teachers.

Grant and Koskela (1986) replicated Grant's 1981 study to examine the relationship between campus learning and field experiences in multicultural education. Five questions framed the study:

1. To what extent were undergraduate students in a teacher preparation program receiving additional information on education that is multicultural (EMC)?
2. What was the quality of the information received?
3. What was the nature and quality of EMC the students saw in the school?

4. To what extent did students attempt to use the concepts of EMC during their student teaching or in assignments in their university courses?

5. To what extent did students feel comfortable discussing problems and issues related to EMC in their university classes and during field experiences?

Twenty-three White students (20 women, 3 men) participated in the study. They were students in an elementary education program at a large, Midwestern university. The researchers followed the participants through a four-semester sequence of professional courses.

Experienced interviewers interviewed each of the participants three times: at the end of the students' second and third semesters and at the end of their student teaching. Each interview lasted 40 to 50 minutes. The researchers taped and transcribed interviews for analysis. Interviewers asked the same 15 questions in each of the three sets of interviews.

In addition, the interviewers encouraged the participants to bring class notebooks to the interviews for reference. The researchers observed 11 of the students during their student teaching. The observations confirmed the data gathered during interviews. For validation purposes, the interviewers also spoke with university staff

responsible for teaching the methods courses and practicum seminars, and for supervising the students during field experiences.

The researchers found that the participants did receive additional information on EMC beyond their initial base level knowledge from the introductory education course but that they perceived the information to be fragmented and piecemeal. Instruction centered on individual differences, focusing on race and gender. Most instruction concerned examining curriculum materials for race and gender bias, with some isolated instruction on student learning styles and the hidden curriculum.

For multicultural coursework to be a transformative experience for preservice teachers, it must be carefully articulated and fully integrated into the teacher education program. If it is perceived by preservice teachers to be only peripheral to their study of the learning process and effective pedagogies, it does little to encourage positive attitudinal shifts.

Banks (1998) identified four levels of approach to reform in multicultural education:

1. The contributions approach recognizes the accomplishments of members of ethnic minority "heroes" as

well as the celebration of some ethnic holidays and cultural elements.

2. The additive approach supplements existing curriculum without any effort at systemic change.

3. The transformational approach enables students to view some elements of life from the perspective of various cultural groups; this approach requires actual change in the structure of curriculum.

4. The social action approach culminates in students' seeking solutions to social issues.

These levels are commonly known as the Banks Levels of Integration of Ethnic Content. They allow researchers to measure, on a scale of 0-4 (0 = *no attempt at multiculturalism*, 4 = *full implementation of a social action approach* as described above), the extent to which an educator has implemented multicultural content.

Greenholtz (2000) took a slightly different approach by examining the ways in which preservice teacher attitudes are transformed step-by-step. The researcher explained the use of the Intercultural Development Inventory (IDI), a 60-item questionnaire that identified stages of development from ethnocentrism to ethnorelativism. Greenholtz explained that the six steps occur in this order: (a) denial of cultures unlike one's own, (b) defense of one's

own culture as superior to all others, (c) minimalization of the importance of perceived cultural differences, (d) acceptance of the complexity of other cultures, (e) ability to function comfortably in other cultures, and (f) ability to include world views in personal experiences. The researcher described the movement through the stages as unidirectional because an individual can only move forward through the various stages; he asserted that regression through the steps is not possible.

Greenholtz established content validity for the instrument through interrater reliability checks and by crosschecking questionnaire items against responses given by persons of diverse cultures during interviews. The researcher established construct validity by matching identified stages in the model with "worldmindedness" and "intercultural anxiety." The researcher found strong correlations, positive in the case of worldmindedness and negative in the case of intercultural anxiety. In addition, the researcher performed a *t*-test to determine if there were gender-related differences in responses; there were not. An analysis of variance (ANOVA) found no significant difference in scores attributable to social status or level of education. (The researcher did not report specific statistical results in the article.)

Greenholtz also reported that the instrument (IDI) had been used successfully in various settings, both with individuals and with groups, to determine the extent to which educators had assimilated other cultures.

Keim, Warring, and Rau (2001) assessed the results of teacher education programs that required multicultural courses as a part of teacher preparation. Grounding their study in the literature of education, counseling, and multicultural studies, the researchers examined whether such requirements had led to any significant shifts in attitude, skill, or knowledge in students who completed those programs.

The sample consisted of students ($N = 63$) enrolled in three sections of a required multicultural course taught by the same instructor. The majority (65%) of the sample was female and White (87%). The average age of participants was 21.13. The researchers modified the Multicultural Counseling Awareness, Knowledge, and Skills Survey and administered it on three different occasions: prior to the course, midway through the course, and at the completion of the course. The survey consisted of 60 items, divided into three subsets of 20 questions each. Subset categories were as follows: (a) multicultural awareness, (b) multicultural knowledge, and (c) multicultural skills.

Because the survey instrument yielded three separate subtest scores (awareness, knowledge, and skills), the researchers used analysis of variance (ANOVA) to examine differences among scores on the subtests for each of the three classes before collapsing the study results to perform a repeated measures ANOVA to see if there were significant variances in scores on the three survey administrations. The independent variable was the point at which the survey was administered; the dependent variables were scores on the three subsets. The researchers found no significant differences in the scores of the subtests among the three classes on the pretest (Awareness [$F(1, 37) = 2.792, p \geq .05$], Knowledge [$F(1, 37) = .030, p > .05$], Skills [$F(1, 37) = .151, p \geq .05$]).

Keim et al. found significant differences in the awareness scores [$F(2, 35) = 16.08, p \leq .01$]. Their post-hoc analysis showed significant differences between pre- and midtest awareness scores [$t(44) = 3.06, p \leq .01$], with midtest scores higher than pretest, and between pre- and posttest awareness scores [$t(39) = 5.17, p \leq .01$] with posttest scores higher than pretest. There was no significant difference between mid- and posttest awareness scores ($p \geq .05$). The researchers found significant differences in pre- and midtest skills scores [$t(39) =$

4.78, $p \leq .01$], with midtest scores higher than pretest, and between pre- and posttest skills scores [$t(38) = 5.52$, $p \leq .01$], with posttest scores higher than pretest, but no significant differences between mid- and posttest scores ($p \geq .05$).

The researchers found significant differences among the pre-, mid-, and posttest knowledge scores. Pre- and midtest knowledge differences were significant [$t(44) = 3.77$, $p \leq .01$], with midtest scores higher than pretest; pre- and posttest knowledge differences were significant [$t(39) = 6.74$, $p \leq .01$], with posttest scores higher than pre-test; mid- and posttest knowledge differences were significant [$t(39) = 5.92$, $p \leq .01$], with posttest scores higher than midtest. From these results, the researchers inferred that the greatest increase in student awareness and skills came in the first portion of the class, but the knowledge base continued to build throughout the course. The study revealed significant increases in awareness, skills, and knowledge during the course.

In another aspect of the study by Gallavan, Troutman, and Jones (2001), the researchers collected data from students ($N = 126$) in a required teacher education course; the participants responded to a six-question survey. Data analysis revealed that nearly three-fourths of the

education students were aware of the college's emphasis on cultural diversity. Approximately two-thirds of students responding to the survey believed, incorrectly, that the White/non-Latino population was less than half the general population, although most were able to approximate the portion of White/non-Latino students in the college of education.

The studies presented to this point have concerned themselves almost exclusively with attitudes about racial/ethnic or linguistic differences. Otoya-Knapp (2001) also included gender and sexual orientation as types of diversity.

Otoya-Knapp presented case studies of four undergraduate students selected from a multicultural class of 23 students at East Coast Catholic University. The full class consisted of 2 freshmen, 7 sophomores, 10 juniors, and 4 seniors, all of whom identified themselves as heterosexual. Twenty of the students were Catholic; three were Muslim. The four students selected for the case studies were as follows: one female with both Catholic and Jewish heritage, one African American female, one male Pakistani Muslim, and one White Catholic female.

The researcher used the students' portfolios as the main data source. In the journals, the participants wrote

reflective journals, recorded interviews with community activists, created poems, and analyzed children's books. The participants also wrote responses to books and articles that challenged commonly held beliefs about history, culture, and society. The researcher discovered four emergent patterns in the student writing: (a) questioning race, gender, and sexuality; (b) validating experiences; (c) resisting critiques; and (d) finding inspiration in narratives.

The literature shows that required courses in multicultural education, an indicator of institutional support for diversity, can and do affect the attitudes and actions of preservice teachers. However, researchers (Grant, 1981; Grant & Koskela, 1986) have found that the type of multicultural content included in coursework and the manner in which it is presented are key factors that determine to what extent completing such coursework impacts preservice teachers.

Diversity Contact Strategies

Increasing the contact of preservice teachers with diverse populations appears to be a key element in teacher preparation for diversity. Field placements for observation and student teaching seem to be particularly helpful (Grant & Koskela, 1986; Paccione, 2000; Kai et al.,

2001; Capella-Santana, 2003.) The literature indicates that increasing preservice teacher experiences with diversity through appropriate field placements along with structuring teacher education courses to include significant multicultural content would appear to help future teachers prepare for classroom success with a wide variety of students.

Proctor, Rentz, and Jackson (1977) used an open-ended survey to assess the effectiveness of field experiences in urban schools for preparing preservice teachers ($N = 35$) to work with diverse learners. The participants were enrolled in a dual certification program in special and elementary education at a private, religiously affiliated university in the Southwest.

One group of participants ($n = 13$) was enrolled in an introductory class in special education. All were sophomore-level students in the teacher preparation program. Of the 13 students, 12 were White, and 1 was African American. Four of the 13 were non-traditional students; the remainder were between 19 and 21 years old. All were female.

In this group, hereafter referred to as Level One, preservice teachers were introduced to special education through tutoring African American or Latino students with

mild learning problems or behavior problems. After four weeks of preparation (demonstrations and guided practice) in tutoring, the Level One participants met twice a week to tutor the assigned pupils. Level One participants worked in pairs with each pair assigned a single pupil to tutor. One member of each pair tutored while the partner observed and took notes. Half way through the semester, the participants switched roles. The course instructor and a graduate student provided additional feedback to the participants. All Level One participants were assigned a student who was of different ethnic origin than they were.

The second group of participants ($n = 22$) was enrolled in a block of four classes, following their completion of the introductory course. Of these participants, hereafter referred to as Level Two, 20 were White females; one was a Latino male, and one was an African American male. All were junior-level education students. There was only one nontraditional student in Level Two; the rest were between 20 and 22 years of age.

Following two weeks of preparation in phonics-based reading instruction, these participants taught small, homogenous reading groups of two to four students in an elementary magnet school one hour a day, four days a week. They also performed individual assessments, and each

observed one student from the reading group. Pupils in the reading groups were special education students who had been identified as at risk of failing the state achievement examinations. The pool of reading students was 49% African American, 33% Latino, 14% White, and 4% Native American. All Level Two participants taught at least one pupil who was of a different ethnic origin.

The open-ended survey was completed by all of the participants during routine course evaluation at the end of the semester. The participants completed the surveys anonymously. The researchers analyzed the participant responses and recorded all responses under each question for each group. One of the researchers generated categories for response coding; the other two researchers discussed their agreement or disagreement with the categories. Then, all three researchers independently grouped the responses into the categories and discrepancies in groupings were resolved.

The researchers found that more than half of the Level One participants reported feeling concerns about working with diverse students before the field experiences; less than a quarter of Level Two participants reported concerns prior to the placements, and more than three-quarters reported expecting a good outcome from the field

experiences. Because the Level Two participants had had prior field experience with pupils of different ethnic origins, the researchers concluded that the field experiences had led to expectations that were more positive from this group of participants.

Overall, the researchers found that both groups of participants reported feeling that the field experiences had been rewarding. The researchers interpreted this finding to mean that the participants had been well prepared for the field experiences by the courses in which they were enrolled. Proctor et al. suggested that the prior preparation and the placement in situations where participants could observe their own successes led to the positive outcomes.

The researchers stated that although the participants were given no specific multicultural strategies before the field experiences, the exposure to ethnic diversity in carefully structured field experiences was responsible for participant optimism about teaching in an urban setting. They concluded that carefully planned field experiences with children who were ethnically diverse and the opportunity for preservice teachers to discuss and reflect on those experiences should be included in best practices

for preparing teachers to serve in urban and other culturally diverse setting.

Deering (1997) conducted a study to answer research questions about the cultural sensitivity of British and American preservice teachers and the ways in which field experiences in a multicultural context might influence sensitivity. The subjects ($N = 115$) included British and American undergraduate students in education. None had taken a course in multiculturalism, but all had completed at least one semester of field experience in a multicultural setting.

The subjects completed the Cultural Diversity Awareness Inventory (CDAI), a 28-item instrument that measured responses to culturally diverse populations. Using chi square analysis, the researcher found statistically significant differences ($p \leq .05$) between the British and American preservice teachers on 25 of the 28 items. The British preservice teachers showed more cultural sensitivity than their American counterparts did on nearly every item in the survey.

According to Deering, the results of this study have implications for American teacher preparation programs. The researcher asserted that field experiences are important in shaping teachers' sensitivity to cultural

diversity. The researcher argued, furthermore, that teacher preparation programs must provide multiple opportunities for preservice teachers to interact with diverse cultures.

Roberts and Jensen (1997) examined the use of literature study groups with preservice teachers. The population of the study ($N = 38$) was students enrolled in a social foundations of education course at a Midwestern university. Eight students (21%) were elementary education majors; 28 students (74%) were secondary education majors; two students (5%) were early childhood education majors. Education levels ranged from first-year students to graduate students. The majority (90%) was under 25 years of age.

On the first day of class, the instructor gave a brief explanation of 10 books related to educational and diversity issues. Students formed 10 groups of three or four to read, discuss, and prepare for a teaching presentation on one of the books. The researchers collected data through an open-ended questionnaire administered after the study groups had completed their work. For the question, "What did you like most about the groups?" Roberts and Jensen analyzed student responses and synthesized five categories: (a) input from others, (b)

making friends, (c) gaining confidence and sense of accomplishment, (d) difference in routine, and (e) nothing. Of the participants, 62% answered that they most valued the input from others; 22% reported that they most enjoyed the opportunity to make friends with classmates.

In response to questions about how the literature study groups had aided understanding, 58% of the participants said that the reading group gave them a variety of perspectives. Roberts and Jensen reported that 15% of the students did not find the study groups to be helpful.

The researchers reported that 22% of the participants stated they believed that literature groups had helped them grow as individuals. Another 24% thought they had a better understanding of their classmates because of the literature groups. An additional 22% of the participants reported that they had enhanced their understanding of the collaborative process, and 27% reported that they saw the teaching profession in a different light because of the literature groups.

When asked if they thought they would use literature groups in their own classrooms, 75% of the participants reported that they would. Of the remainder of the students, 15% had doubts about using the literature groups

because of concerns over grading and fairness; 10% reported that they did not envision using reading groups in their practice because they had not found such groups helpful.

Based on their one-semester study, Roberts and Jensen advocated the use of literature study groups as a way of enhancing preservice teachers' understanding of collaboration and diversity. The researchers also reported that the use of literature study groups in teacher preparation classes served as a model for preservice teachers to follow in their own future classrooms.

Nelson (1998) studied student teachers ($N = 10$) in two groups: six student teachers in an urban setting and four in a suburban school. Six of the students had grown up in White, middle-class, suburban areas; three had similar backgrounds but had participated in various extracurricular activities that gave them contact with other cultures and classes; one student was an African American student who had attended integrated K-12 schools. The researcher participated in weekly seminars with the student teachers at their sites. These sessions were taped and transcribed for analysis. In addition, the student teachers kept journals in which they recorded their experiences, observations, and reflections.

Nelson reported that the student teachers in the urban placement focused on developing instructional strategies to match the learning styles of the children; they used cooperative learning, peer tutoring, and field trips. They openly discussed cultural similarities and differences with the children in their classes. Although the school where these participants were placed was 51% African American, the student teachers did not develop any units on African American culture. Instead, they introduced the children to Native American and Korean cultural elements.

Student teachers in the suburban school developed units to teach about other cultures, introducing Native American culture, foods, crafts, music, and rituals. This group of participants did not focus on strategies for learning styles but rather on increasing the children's cultural awareness, even though there were few cultures represented in the school.

Nelson reported that student teachers who have had significant interactions with people from diverse cultural backgrounds were more willing to work in urban schools, but even those student teachers who have not had significant multicultural experiences were more willing to teach in urban schools after participating in urban field experiences. The researcher stated that her study showed

student teachers to be more open to and positive about multicultural education than other previous studies had indicated.

Dorrington and Ramirez-Smith (1999) surveyed preservice teachers ($N = 83$) from three different groups of students in the teacher education program at a small university in Virginia to determine level of confidence in teaching to diverse students among beginning students, students halfway through the program, and students near program completion. The sample was predominantly White (82 of 83 participants) and female (65 females, 18 males). All of the participants had experienced at least one urban school placement and had taken at least one education course taught by minority faculty.

The participants responded to two questions:

1. Describe at least three challenges that you perceive for teaching a culturally, linguistically, and special needs student population.
2. What skills do you believe will enable you to address the challenges described?

The researchers reported a 100% response rate.

Dorrington and Ramirez-Smith coded the responses for common words and themes, identifying the major challenge perceived by the preservice teachers as a lack of knowledge

and understanding of other cultures and a high degree of uncertainty in teaching students with cultural and linguistic differences. More than 50% of the participants expected to teach in their own communities upon graduation and had not seriously considered placement in an urban area. Many of the participants expected future employers to provide in-service training for reaching diverse populations.

The researchers reported that the participants had only a superficial understanding of diversity because they believed they could be successful in diverse classrooms by applying a particular technique, and because they placed responsibility for learning about culturally and ethnically diverse students with their professors and future employers. The major barrier participants foresaw in diverse classrooms was language; approximately 60% of the participants reported that they thought they might need to learn another language and thought that Spanish was the most appropriate language for them to learn. (The researchers stated that less than 0.2% of the student population in the area under study spoke Spanish.) Furthermore, the researchers found that the participants appeared to be unaware of their own biases.

Among the teacher education strategies that made an impact on preservice teachers, those that provided multiple opportunities for interaction with diverse populations seem to enhance awareness comfort with multicultural populations. Such strategies are unlikely to occur in institutions where institutional support for diversity is minimal. Whether as a part of field experience or in classroom experiences with their peers, preservice teachers seem to have benefited from repeated contact with others who were not like themselves (Proctor et al., 1977; Marshall, 1996; Deering, 1997). Establishing cross-cultural competence might be the key to effectiveness in a classroom that is linguistically and ethnically diverse.

Summary

Without question, the complexion of America's public school population is changing. Students of color comprise an increasingly large proportion and will almost certainly constitute a majority in the future (Banks, 1993; Paccione, 2000; Sapon-Shevin, 2001). The implementation of high-stakes testing places the educational future of many of these students at risk (Thurlow, et al, 1996; Goertz & Duffy, 2001).

Although NCATE has included multicultural criteria in its standards for more than twenty years, many teacher

education programs have done little, if anything, to include diversity content in teacher preparation programs, as reported by Grant (1981), Grant and Koskela (1986), and Huerta (1999). As Grant suggested, it may be that the practice of many current teachers in the public schools reflects the reluctance of teacher preparation programs to implement pluralistic concepts and methodology. Any assessment of the degree to which a college of teacher education is implementing multicultural education, then, must include an examination of the attitudes and behaviors of the teacher education faculty who plan and teach the courses.

In general, there seems to have been much miscommunication with preservice teachers regarding multiculturalism. Apparently, some students in teacher education believed that if/when they needed to be able to instruct linguistically diverse and other minority students, their employers would be able to provide whatever techniques they might need. Some reported believing that knowledge of Spanish would be sufficient for them to succeed in linguistically diverse classroom settings (Dorrington & Ramirez-Smith, 1999.) Furthermore, preservice teachers showed a lack of awareness of their own biases (Dorrington & Ramirez-Smith, 1999). Although most

supported the idea of classroom diversity, few seemed ready to address it (Ambrosio et al., 2001; Taylor & Sobel, 2001; Dee & Henkin, 2002). The researcher assessing the effectiveness of teacher education programs in preparing future teachers for classroom diversity must also examine student perception of teacher education faculty attitudes and behaviors toward diversity.

Some studies have indicated that well-planned multicultural education can have a positive impact on preservice teachers, if it is properly framed (Artiles et al., 2000). The descriptions and content of teacher education courses and the number and kinds of preservice teacher field placements must also be examined as a means of determining institutional support for teacher diversity training.

CHAPTER III

METHOD

The purpose of this study was to assess the efficacy of two university teacher education programs in preparing future teachers to help all students achieve in increasingly diverse classrooms. The study examined perceptions of teacher educators and teacher education students about teacher preparation about diversity training at their respective universities.

Three study constructs grounded the three research questions: teacher educator attitudes and behaviors toward diversity, student perceptions of faculty attitudes and behaviors regarding diversity, and perceived institutional support for diversity. The research questions that guided the study were as follows:

1. To what extent did university teacher educators exhibit classroom attitudes and behaviors consistent with practicing diversity education?
(This question is supported by the literature

review section labeled *Attitudes and Behaviors of Teacher Education Faculty.*)

2. To what extent did teacher education majors perceive that teacher education faculty exhibited attitudes and behaviors consistent with practicing diversity education? (This question is supported by the literature review section labeled *Preservice Teacher Perceptions of Teacher Educator Attitudes and Behaviors toward Diversity.*)
3. Did university teacher education students and teacher education faculty agree about the extent to which their institutions supported diversity initiatives? (This question is supported by the literature review section labeled *Institutional Support for Diversity Education.*)

Although Indiana does not currently have a large population of racially, ethnically, or linguistically-diverse public school students, demographic projections indicate that it will in the future. An examination of the teacher education programs at the two universities provided insight into perceptions of teacher-training practices for diversity in Indiana from the point of view of two groups

of stakeholders: teacher education faculty and students enrolled in teacher education programs.

Study Design

An interpretive and exploratory comparative case study design was used in this study. As noted in Chapter II, there was evidence that teacher education faculty and students disagree in their perceptions of faculty attitudes and behaviors toward diversity education (Pettus & Allain, 1999; Artiles et al., 2000; Gaine, 2001). Because of this discrepancy as noted, the qualitative design - relying heavily on interview, observation, and document analysis -- was more appropriate than experimental or survey design for this study.

Because each university had its own context, it was possible to compare findings across the two institutions. Furthermore, the design allowed information to be gathered from participants in an emergent fashion and enabled the researcher to assess the extent to which both teacher educators and education students at two Indiana institutions of higher education perceived that the teacher education program was preparing teachers for classroom diversity. An *interpretive* research design enabled the researcher to explore subtle nuances of attitude and

behavior that might not have revealed themselves readily in a positivist design.

Other researchers (Grant, 1981; Huerta, 1999; Gallaway et al., 2001; Gaine, 2001) relied heavily on these methods to collect data for their studies on diversity.

According to Merriam (2001):

In interpretive research, education is considered to be a process and school is a lived experience. Understanding the meaning of the process or experience constitutes the knowledge to be gained from an inductive, hypothesis- or theory-generating (rather than deductive or testing) mode of inquiry. Multiple realities are constructed socially by individuals.
(p. 4)

Interview of individuals who were part of the teacher education process (administrators, faculty, and students) was the appropriate primary means of data collection. Huerta's 1999 study of the barriers to implementing multicultural training at Utah State University made extensive use of interviews; her data collection included structured interviews to determine the multicultural education knowledge base and instructional strategies.

Content of Diversity Education

Different researchers have used different definitions of diversity to conduct their studies, in line with their own areas of interest and belief. Although some researchers in the studies reported in Chapter II did not

explain the specific diversity domains they explored, other researchers were explicit. Domains used in these studies included race/culture, socioeconomic status, gender, sexual orientation, language proficiency, exceptionality, and religion. The most frequently used domains in the studies cited in Chapter II were race/ethnicity, social class, gender, and sexual orientation. Other domains (language proficiency, exceptionality, and religion) were less frequently used domains and were actually included in the other four. Language proficiency, for example, is a part of race/ethnicity. (A detailed analysis of the frequency with which specific domains were mentioned appears in Appendix A.)

Of the studies in Chapter II citing specific domains, the following diversity education elements were noted: race/culture was mentioned in 44.7% of the studies; socioeconomic status and gender were each mentioned in 12.8% of the studies; sexual orientation was mentioned in 10.6% of the studies; language proficiency and exceptionality were each mentioned in 8.5% of the studies; and religion was mentioned in 2% of the studies. The four most frequently mentioned domains (race/culture, social class, gender, and sexual orientation) accounted for 80.9%

of the specific domains cited and have been examined as the content of diversity education in this study.

Participants

The researcher invited various groups of stakeholders to participate in the study, beginning with the deans of the two colleges of education. In addition, all full-time teacher education faculty were invited to participate, as were the chairs of the departments of teacher education.

The researcher invited all students who had been admitted to teacher education candidacy but who had not yet "student taught" to participate in the study. This particular population was identified because they had completed most of their education course work and had experienced multiple field placements but had not had daily classroom responsibility. The department chair at each institution provided a letter of invitation for each student in the selected group.

At Midstates University (MU), there were nine full-time faculty. One was on medical leave at the time of the study; another was temporarily assigned to the university's UK campus. Of the seven remaining faculty, 5 agreed to participate in interviews. The University of the Central Midwest (UCM) had 18 full-time faculty; 3 taught only courses in preschool education and had little contact with

students seeking certification for either elementary or secondary education. Since the study focused on the traditional public school grades (kindergarten through Grade 12), eliminating these educators left 15 teacher education faculty at UCM; 11 agreed to participate in interviews.

Of the 320 education students at Midstates University, 34 fit the criteria for participation (having been admitted to teacher education candidacy but not having "student taught"). Seven (20.6%) volunteered to be interviewed. Of the 900 education students at the university of the Central Midwest, 183 fit the researcher's criteria, and 19 (10.4%) volunteered for interview. Repeated contacts by mail, email, and telephone to solicit additional interview participants failed to produce additional volunteers.

All volunteers were interviewed. Interviews were audio taped for later transcription and analysis. Audiotapes were erased with a bulk tape eraser (demagnetizer) once they were transcribed, making it possible to reuse the tapes without danger of violating confidentiality.

All teacher education faculty ($N = 22$) and all students who fit the criteria of having been admitted to teacher education but not yet having "student taught" ($N =$

217) at the two universities received the survey questionnaire.

Access and Entry

Initial contact with the deans of the colleges of education was by letter in which the researcher explained the study and requested permission to interview students and faculty. The dean of education at Midstates University (MU) responded in writing, lending support and granting permission for the researcher to collect data from any students and faculty who would volunteer to be interviewed or surveyed. The dean of education at the University of the Central Midwest (UCM) expressed his support for the study and explained that because UCM had numerous graduate and undergraduate research programs, the researcher would need to gain approval of the Institutional Review Board (IRB) at the university before beginning data collection. The researcher completed application for approval from the Institutional Review Boards at UCM as well as from the University of Louisville and Western Kentucky University. After reviewing the application and supporting documents, the Institutional Review Boards at all three institutions granted the researcher permission to proceed with the study. One of the requirements under which the IRBs approved data collection at the two institutions was the

promise of confidentiality. To ensure confidentiality to the participants and the institutions in the study, pseudonyms have been used for all individuals, institutions, and cities named.

Once the researcher had permission to collect data on both campuses, she contacted the deans by telephone and arranged meeting times with them in their offices. Mindful of Seidman's (1998) advice to avoid contacting participants through people "above" them, the researcher approached faculty directly rather than through the deans.

Chairs of the departments of teacher education were contacted, again by letter, explaining the study's purpose and alerting them that the researcher would call in a few days to set up a meeting time with them. Third, the researcher contacted the teacher education faculty by email, providing details of the purpose and scope of the study and seeking their assistance. Faculty who did not respond by email were contacted by telephone. Finally, the researcher solicited the help of the department chairs in encouraging student study volunteers.

Both universities assisted the researcher in contacting students by letter, in which the researcher explained the nature of the study and invited the students to participate in interviews about their experiences with

diversity in the teacher education programs. The researcher asked those who were willing to be interviewed to respond by email, indicating days and times they could be available for interviews on campus. All student volunteers were interviewed; this resulted in a total of 26 student interviews, 7 at MU and 19 at UCM. Some students were interviewed a second time for clarification.

Data Collection

Data were collected for this study utilizing several methods: interviews, observations, document mining, and surveys.

Interviews

According to Merriam (2001), "interviewing can be used to collect data from a large group of people representing a broad range of ideas" (page 72). Interviewing faculty and administration in the teacher education programs at the two universities as well as interviewing a volunteer sample of education students provided ample, thick description of the experiences and feelings of participants (Rossman & Rallis, 2003) and of the experiences of future teachers. It also allowed the researcher to compare the perceptions of teacher education faculty with those of students.

At each meeting, the researcher provided an informed consent form describing the purposes and nature of the

study (Appendix B). The participants were encouraged to ask questions about the study and about the informed consent form before signing. Once the participants signed to indicate their informed consent, the interviews proceeded, using the appropriate interview protocol (Appendix C). Because of the nature of constant comparative research, the interview protocol was modified as needed over the course of the interviews. A matrix showing the interview questions connected to the research questions is found in Appendix D.

Each interview lasted approximately one hour and was held on campus in faculty or administrative offices, in available classrooms or conference rooms, or other locations convenient for the participants. Each interview was audio-recorded for later transcription. The researcher transcribed interview tapes within 72 hours of interview completion for two reasons. First, she believed it would be helpful to complete the transcriptions while the interviews were still fresh in her mind. Second, because the constant comparative method was being used, it was important to complete some preliminary data analysis before conducting additional interviews so that modifications could be made to the interview protocol.

In opening questions for the interviews, the researcher collected demographic data about the interviewees. This portion of each interview was informal and conversational. Merriam (2001) suggests asking respondents for descriptive information about themselves as an effective means of moving the interview forward.

Because the researcher was acquainted with the deans, department chairs, and many of the teacher education faculty, she wanted to set a tone for the interview that was friendly but professional. According to Seidman (1998): "the interviewing relationship can be friendly but not a friendship" (p 81). Inquiring how long faculty members had been associated with the university and what they had done previously allowed the researcher to establish that the interview would be informational rather than social. Setting and maintaining an appropriate tone was easier with the student interviews, due at least in part to the differences in age between the researcher and most of the students (Seidman, 1998).

All questions in the interview protocol were purposely open-ended so that the researcher could establish "the territory to be explored while allowing the participant to take any direction" he or she wanted (Seidman, 1998, p. 69). (See Appendix C for interview questions for the four

groups: school of education deans, teacher education department chairs, teacher education faculty, and teacher education students.) The questions were not quite so broad as those suggested by Spradley's (1979) "grand tour," in which participants are asked to reconstruct experiences totally. Questions were more in keeping with Seidman's (1998) "mini-tour" format, which asks participants to reconstruct details of a more limited nature. A preliminary question to the deans, for example, was "Tell me about the teacher education program at your university." Education students were asked, "In what kind of school do you envision yourself teaching?" By asking only open-ended questions, the researcher was able to establish an appropriate level of rapport with the participants as well as to gather information that could serve as a springboard for further questions (Seidman, 1998). According to Rossman and Rallis (2003), the use of an interview guide such as the one designed for this study is typical of qualitative research.

Interview transcripts were coded to facilitate accurate citation, using one letter to identify the institution (*M* for Midstates University and *C* for the University of the Central Midwest), a letter to identify the data type (e.g., *I* for interview), a letter to identify

the interview group (*F* for faculty and *S* for student), and a number to indicate the interview order. When a follow-up interview was required, the researcher added a hyphen and a second digit to the interview number to differentiate it from the original interview. For example, the follow up interview of the first faculty member interviewed at MU was coded as MIF1-2.

Observation

Based upon the interview data, the researcher observed the required Introduction to Education course at Midstates University and two sections of the required Multicultural Education course at the University of the Central Midwest, a total of 10 hours of course observation. The protocol used for observations is located in Appendix E.

Observation data were coded in a manner similar to that used for interview. A single letter identified the institution (*M* or *C*), a second letter indicated the type of data (*O* for observation), and a number represented the order of the observations. MO2, for example, indicated the second observation at Midstates University.

Document Mining

Several types of documents from each university were collected and analyzed. The researcher began by examining the program of studies for teacher education, noting which

classes were required and which were elective. This information was entered into a matrix (Appendix F) so that the researcher could compare the specific requirements of the two programs.

Next, the researcher consulted the *course catalogs* for both universities to gather course descriptions for the required and elective courses. The *course descriptions* were examined carefully to see which, if any, included direct or indirect indications of multicultural content or teaching to diversity. This served as an indicator of the extent to which the university had embraced diversity education as a goal, but did not necessarily reveal to what extent multiculturalism had been incorporated into course content.

The major document analysis came from a thorough examination of syllabi for required education classes. Huerta (1999) performed such an analysis of syllabi in her Utah study, looking for lecture topics and assignments that addressed diversity in individual courses. Syllabi at both universities included an explanation of how the course met state teacher-education standards, a list of goals and objectives, an explanation of major student products to be generated, and a schedule of course topics. Furthermore, the individual course syllabi indicated whether field

experience was a part of each course, the nature of the field experience, and, in some instances, the schools in which the field experiences would take place. These aspects allowed the researcher to estimate to what extent diversity content was actually being delivered in required education classes.

Syllabi were obtained in two ways. The University of the Central Midwest posted syllabi on its website, so these syllabi were retrieved electronically. At Midstates University, faculty provided current syllabi through the department chair for any required courses they taught. These quantitative data were detailed (Appendix G) and then tabulated and displayed (Appendix H), according to the tenets of Miles and Huberman (1994).

Documents analyzed were also coded for citation, using the same initial letter to designate the institution, a second letter to show the type of data (*D* for document), a third letter to identify the type of document (*W* for website, *D* for course description, and *S* for syllabus), and a number to reference the order in which documents were analyzed. Information from the second UCM syllabus analyzed, for example, was coded CDS2.

Survey Instrument

Miller, Miller, Schroth, and Stacks (1998) developed the Survey of Cultural Attitudes and Behaviors (SCAB) to measure teacher and student perceptions of the attitude and behavior of teacher education faculty. The survey instrument is comprised of 51 questions and gathers information about three dimensions of cultural bias drawn from literature about multiculturalism: attitude, behavior, and institutional support for culture-fair practices. Each dimension is measured across four cultural domains: race, gender, sexual orientation, and social class. Thus, the survey yields twelve subscales (e.g., attitudes based on race, behaviors based on race, perceived institutional support for race-fair policies). Each of the subscales represents a single dimension (e.g., attitude) and a single domain (e.g., gender). Forty-eight items comprise these 12 subscales; the remaining 3 items are reworded duplicates of other questions.

Miller et al. reported that the survey items were developed to reflect cultural constructs and major themes found in multicultural literature. A panel of content experts in multicultural counseling assisted the researchers in establishing the validity of both the constructs and the survey items.

Constructs for the "attitude" dimension of the SCAB were designed as a measure of cultural bias. Items on this dimension were designed to evoke responses based on stereotypes and prejudices. Constructs used to develop these items included blaming the victim, perception of problems as resulting from cultural differences, and personal reactions to discrimination and cultural/racial bias.

The "behavior" dimension was designed to measure cultural discrimination. These items were developed to obtain responses based on discriminatory personal behaviors of the respondents. Constructs included social distance, advocacy, classroom teaching, and personal behaviors.

The "institutional support" dimension was designed as a measure of perceived cultural bias or discrimination in the educational program. These items were developed to gain insight into respondent perception of the degree to which institutions supported efforts to create a culture-fair environment. Constructs for the degree of "institutional support" included institutional policy, program effectiveness, observed behavior of discriminatory behavior of colleagues, and faculty discussions of diversity issues.

The three major constructs (or dimensions) were used to create items for four cultural domains: race, gender, sexual orientation, and social class. The response format used a 7-point, Likert-type scale (with 1 = *strongly agree* and 7 = *strongly disagree*). Wording of the items required some items to be reverse scored to avoid a consistent response pattern. That is, for some items *strongly agree* was an indicator of bias; for other items *strongly disagree* was an indicator of bias. Reverse-scored items have been noted in Table 1.

In addition, the instrument asks for some demographic information, including personal variables (age, sex, ethnicity, and family income), personal beliefs (religious affiliation, political beliefs, self-ratings of the importance of religion and politics), and professional variables (program affiliation, discipline, academic rank, years of teaching experience).

Miller et al. tested the SCAB, using two samples: a national sample ($N = 873$) and a Texas sample ($N = 360$). The national sample was drawn from faculty in teacher and counselor education, using cluster sampling. The researchers randomly selected one state from each of the Standard Federal Regions map. In each selected state, 50% of the teacher education programs were randomly selected

for inclusion. Inclusion criteria included that the program was a college or university program that had state accreditation. Counselor education programs in each selected state were included, provided the programs were college or university programs with state accreditation and that they were not identified solely as marriage and family counseling programs.

For the Texas sample ($N = 360$), the researchers contacted each of the 68 teacher education programs in Texas. Response packets were mailed to program heads for distribution. The participants returned completed responses directly to the researchers.

The national samples of teacher and counselor educators were combined for analysis; the Texas educator responses were analyzed separately. The researchers used principal component analysis with oblique rotation. Components were extracted if they had eigenvalues greater than 1. The salience cutpoint used by the researchers was 0.30. The Texas sample was analyzed using principal axis analysis with orthogonal rotation. Four factors were extracted based upon examination of the scree plot. Varimax rotation was used. The salience cutpoint for this analysis was also 0.30.

The researchers examined loadings for each item with respect to the domain, dimension, and construct represented. Factor 1 was labeled Cultural Attitudes and Advocacy; thirteen items designed to measure attitude across the four cultural domains (race, gender, sexual orientation, and social class) and five items related to advocacy in the behavior domain loaded on this factor (alpha coefficient = .90). Factor 2 was labeled Cultural Behaviors of Self and Others; seven items designed to measure faculty behavior and observed behavior of colleagues across the four domains loaded on Factor 2 (alpha coefficient = .82). Factor 3 was labeled Institutional Policies and Outcomes; eleven items designed to measure perceived institutional commitment loaded on Factor 3 (alpha coefficient = .82). Factor 4 was labeled Professional Deliberations on Cultural Issues; six items measuring teaching behavior across the four domains and two items measuring departmental discussions about diversity loaded on Factor 4 (alpha coefficient = .73). Four items designed to measure social distance failed to load on a factor.

With four factors extracted, the model accounted for 35% of the total variance in principal axis analysis. Similar loadings were found in the analysis of the Texas

sample. Alpha coefficients for the four factors in this sample were .83, .83, .87, and .81, respectively.

The researcher asked for and was granted permission to use the Survey of Cultural Attitudes and Behaviors (SCAB). This specific instrument was selected for use in the study because its constructs matched the areas of the researcher's concern, and because it had been thoroughly tested by the researchers and found to be reliable. The developers of the SCAB (Miller, Miller, Schroth, and Stacks) requested that the copyrighted instrument be used without alteration. The developers provided two versions of the instrument: one for teacher education faculty and another for teacher education students.

The researcher invited all education students at the two institutions who were identified as having been admitted to teacher education candidacy but not having "student taught" ($N = 217$) to participate by completing the SCAB. Teacher education faculty ($N = 22$) were invited to complete the parallel version of the survey, which was designed for teacher educators. The SCAB was administered in its entirety, exactly as copyrighted (Appendix I).

Using Dillman's (2000) "tailored design" method, students first were contacted by letter in which the researcher explained the research and informed them that

they would be receiving surveys. Next, they were mailed the SCAB survey instrument with directions, and a self-addressed, stamped envelope. A preamble to the survey explained the purpose of the study, the risks, and the benefits to participants. The preamble is found in Appendix J. Completion and return of the surveys indicated informed consent.

After an interval of two weeks, reminder postcards were mailed to students and faculty who had failed to return the completed surveys. After an additional two weeks, a duplicate copy of the survey was sent to students and faculty who had not returned the completed survey. Reminder postcards were sent to those who still had not returned the surveys at the end of another two weeks.

Each survey was assigned an identification number, and participant names were checked on the master list as completed surveys were returned. Survey identification numbers allowed tracking of which faculty and students had returned the surveys and which had not.

The overall return rate for UCM faculty participants was 93.3% and for student participants was 53.3%; the return rate for MU faculty participants was 71.4% and for student participants was 76.5%.

Summary of Data Collection

Different data supplied information for each construct by domain. The sub tests of the SCAB were already delineated by the three constructs and four domains. (A matrix by theoretical constructs for the survey instrument, supplied by the instrument's authors, is found in Appendix K.) Interview questions for each protocol were developed to elicit specific data appropriate to the interview participants by group (see Appendix C). An observation protocol for data collection simplified the recording of relevant observational data (see Appendix E). Finally, syllabus analysis forms charted the diversity elements for courses (see Appendix G) and syllabi summaries (Appendix H) for each institution.

The matrix in Table 1 illustrates how data were collected for each construct through each of the data collection procedures.

Table 1*Matrix of Data Sources by Theoretical Constructs and Domains*

		Data source										
		Interview								Document		
Construct	Domain	Survey Item				D	C	F	S	Ob	CD	Syl
Faculty attitude	Race/eth	12	15	R20	R21	6	3	4	5	X		X
	Gender	R22	R23	24	R25	7	4	6	13	X		
	Sex or	R27	30	33	R34	10	5	10	14			
	So class	R36	R46	R49	50	11	11	13				
						12	12	14				
Faculty behavior	Race/eth	1	3	6	10	8	6	5	4	X		X
	Gender	R11	17	R19	R28	9	7	8	8	X		
	Sex or	29	37	R38	40	12	10	9	9	X		
	So class	41	44	47	51		13	11	12	X		
								12	13			
Perceived inst support	Race/eth	2	5	R8	9	3	8	10	6	X	X	X
	Gender	13	14	16	R18	4	9	11	7	X		
	Sex or	31	R32	35	39	5		13	10	X		
	So class	42	43	45	48				11	X		

Note. Perceived inst support = perceived institutional support, Race/eth = race/ethnicity, Sex or = sexual orientation, So class = social class; Ob = observation, D = dean, C = department chair, F = faculty, S = student, CD = course description, Syl = syllabus; R before number indicates item is reverse scored; Interview question numbers refer to the interview protocol for each group of participants.

Data Analysis

According to Gall, Borg, and Gall (1996), one important step in inductive data analysis is creating categories or themes into which all data can be placed. As interview data are analyzed, patterns of similarity emerge. The similar concepts are coded and new categories added or exiting ones modified until all the usable data are included.

As new data were added to the database for this study, the meanings of the categories were clarified, distinctions between categories were sharpened, and decisions were made about which categories were most important to the study. This process is consistent with the tenets of constant comparative methodology (Gall, Borg, & Gall, 1996).

This method allowed for the analysis of data as they were collected; it provided the opportunity for the researcher gradually to develop a grounded theory, which then guided the further collection of data (Bogdan & Biklen, 1998; Merriam, 2001). This was an appropriate method of analysis for the *exploratory* aspect of the study since there were no definitive studies of teacher education in the Midwest developed by other researchers.

Appendix L shows the development of categories for the analysis of interview data through several iterations.

When interview data suggested specific courses or instructors who were reported to include multiple strong or unusual diversity components, the researcher observed the classes indicated to augment the interview data. Notes from the observations were coded and analyzed along with the interview data.

Document mining added to the interview and observation data. An analysis of the teacher education course requirements, course descriptions for teacher education classes, and course syllabi from required education courses at the two universities provided additional insights about the degree of institutional support for diversity and the attitudes and behaviors of teacher education faculty. Details of syllabi analyses are found in Appendix G; a summary of syllabi analyses is found in Appendix H.

An analysis of teacher education course requirements compared and contrasted specific courses required of elementary education majors, secondary education majors, and both groups. This analysis is found in Appendix F.

The analyses of course descriptions and syllabi were performed by constructing a matrix of required courses at each institution and noting the relevant goals, activities, assignments, and knowledge-base sources. (See Appendix G.) Huerta (1999) conducted similar analyses of course syllabi

at Utah State University to determine to what extent diversity topics were incorporated into individual teacher education courses.

Once interview and observation data and document mining were completed, it became possible to compare data segments from the three sources to establish consistency across the data sources. Tentative findings arrived at through interviews, observation, and document mining were confirmed through the administration of the Survey of Cultural Attitudes and Behaviors (SCAB) to teacher education faculty and education students at the two institutions. These sources (interview, observation, document mining, and survey data) were triangulated to strengthen the findings (Mathison, 1988).

Data from the SCAB were entered into the SPSS program. First, mean scores on the subtests for each dimension (faculty attitude, faculty behavior, and perceived institutional support) were calculated for each of the four domains measured by the instrument (race, gender, sexual orientation, and social class).

Because the mean scores did not approach a normal distribution, there was likelihood that those who chose to respond to the survey did not constitute a representative sample of the total populations. In addition, the size of

the faculty groups was small (UM, $N = 5$; UCM, $N = 14$); therefore, it was not prudent to use inferential statistics to evaluate the survey results. To have done so would have risked violating one or more assumptions for parametric testing. Thus, mean scores on the various subtests of the survey instrument were compared for the following groups, using descriptive statistics only: (a) MU students and faculty, (b) UCM students and faculty, (c) UCM students and MU students, (d) UCM faculty and UM faculty, and (e) all UCM respondents and all MU respondents. Survey data for the school of education deans and the teacher education department chairs were included with those of faculty at the corresponding institutions for the purposes of analysis.

As an aid to drawing and verifying conclusions, the researcher summarized data from all data sources and displayed the resulting data reductions in matrices for within-case and cross-case analyses (Miles & Huberman, 1994). These displays are found in Chapter V.

Pilot Testing

Interview guides were pilot tested, using two teacher education faculty and four education students from other institutions. Some interview questions were modified as a result of this pilot test. No pilot test of the survey

instrument was necessary because it had already been tested extensively by the developers (Miller et al., 1998).

Trustworthiness of Data and Findings

According to Lincoln and Guba (1985), trustworthiness of qualitative data can be assessed using four specific criteria: credibility, dependability, transferability, and confirmability.

Credibility refers to the consistency of the data gathered, its "fit" with reality. Credibility is enhanced through prolonged engagement in the field (remaining in the field until data saturation occurs) and through triangulation (Rossman & Rallis, 2003).

In this study, the researcher interviewed participants and observed teacher education classes over six-months that included the latter half of the spring semester, summer sessions, and the opening weeks of the fall semester at the two universities. Once the researcher believed that data saturation had occurred, she conducted additional interviews with teacher education faculty and students to make certain that all relevant data had been collected and that data as collected fit into the established analytical categories and subcategories without modification.

Triangulation involves the examination of data from multiple sources, from multiple viewpoints, and/or from

multiple collection methods to produce an accurate account of the phenomena under investigation (Rossmann & Rallis, 2003). Data were triangulated across two sites (Midwestern University and the University of the Central Midwest) and multiple data sources (interview, observation, document mining, and survey).

Dependability is achieved when the researcher provides a detailed, systematic account of the process so that other researchers can follow the researcher's thinking and understand procedures in a step-by-step fashion. Creating an audit trail and triangulation are two means of establishing dependability (Miles & Huberman, 1994).

An audit trail includes careful documentation of the research processes followed and includes the following: the source and method of collecting raw data, the products of data reduction and analysis, process notes, and information about instrument development (Gall et al., 1996).

In this study, the researcher maintained accurate records in which each step in the data collection and data analysis processes was documented so that it might be followed by other researchers. Furthermore, triangulation was accomplished using multiple sites and multiple data sources.

Transferability refers to the degree to which the results of a qualitative study can be generalized to another context. Most qualitative researchers do not maintain that the research findings of one context can be generalized to another context. However, providing ample, thick descriptions of the context of the study and its assumptions allow the reader to judge how other contexts might be similar enough for a transfer of the findings to be reasonable. Transferability is achieved through thick description (Rossman & Rallis, 2003).

In Chapter IV, the researcher has provided detailed, precise descriptions of the contexts of the study and its participants so that readers might judge for themselves whether or not the findings may be generalized to other contexts.

Confirmability is the degree to which results of the study could be confirmed by others. Processes for checking the data have been recorded and an audit trail established by the researcher in this study.

A reflexive journal kept by the researcher provides a chronological account of data collection and data analysis procedures. In addition, documentation tables (Anfara et al., 2002) are found both within the text of this study and in the appendices. Triangulation of data also aids

confirmability, and this study triangulated data across multiple sites and multiple data sources.

Advancements to the Literature

This study adds to the existing body of literature on diversity education in teacher preparation by examining teacher education programs at two universities in southern Indiana. There has been little research on teacher education for diversity in this geographic area, since most studies have been of areas with large minority populations.

Most studies have been completed by examining the attitudes either of teacher education students early in their academic training or of beginning teachers. This study's participants were teacher education students who had completed the majority of their course work but who had not yet "student taught." Finally, the findings from this study encourage further research into the need for teacher education to address classroom diversity in all geographic areas.

Assumptions and Limitations of the Study

The researcher assumed that the participants allowed her free access to their thoughts and motivations and did not purposely misrepresent their positions in terms of their ideas, attitudes, and perceptions.

Furthermore, based on the findings of other researchers (e.g., Artiles et al., 2000; Ambrosio et al. 2001; Gaine, 2001; Keim et al., 2001; Dee & Henkin, 2002), the researcher assumed that there was a direct relationship between diversity training in teacher preparation programs and teacher effectiveness with students who are diverse. Unfortunately, there are few definitive studies linking diversity training to teacher effectiveness with students who are racially, culturally, linguistically, or otherwise diverse.

The major limitation of the study was the sample population itself. All participants came from two universities in a single Midwestern city. Although the sample satisfied the purpose of the study, limiting the inquiry to one geographic area also limited the potential impact of the study findings beyond the area under study.

A second limitation of the study was the small number of student interview participants. Most who refused the researcher an interview simply stated that they were "too busy" with school, job, and family responsibilities. Efforts to recruit additional interview participants continued throughout the six-month data collection period.

A related limitation of the study was that those who volunteered to be interviewed or who returned completed

surveys might have had different experiences and beliefs from those who did not volunteer. Therefore, the results of this study cannot easily be generalized to a larger population, although the research protocol can be replicated.

A fourth limitation of the study was that student perceptions of institutional support for diversity education were based largely on what they observed in classes and among their peers rather than what they might have observed as campus policies on the larger campus. They seemed unable to differentiate institutional support from the actions, comments, and reactions of classmates and professors.

A final limitation of this study was the assumed link between diversity education for preservice teachers and improved teacher performance with classroom diversity. Although most experts in the field of diversity education (Banks, Sleeter, Nieto, Haycock) insist that increased diversity training is needed for teacher education candidates, there are few definitive studies linking diversity sensitivity/appreciation/knowledge to improved outcomes for diverse students. There have been few empirical studies about the efficacy of diversity training for improving outcomes of students placed at risk, and the

conceptual studies have lacked empirical proof. A final search of the literature (on EBSCO) on December 1, 2004 using these cross descriptors - best practices and or improved outcomes and/or achievement gap and diversity and/or SPAR and or diversity - yielded no new, relevant journal articles. This was a limitation of the study, but it also appears to be a limitation of the entire field.

CHAPTER IV

RESULTS

This chapter is divided into four sections. The first section encapsulates the study design. The second section presents a description of the city and environment in which the two universities were located. The third section details the results for Midstates University, and the fourth section details the results for the University of the Central Midwest.

Introduction

The purpose of the study was to assess the efficacy of two university teacher education programs in preparing future teachers to help all students achieve in increasingly diverse classrooms and, thereby, lessen the achievement gap. Three constructs identified in Chapter II grounded this study: (a) teacher educator attitudes and behaviors toward diversity, (b) student perceptions of faculty attitudes and behaviors regarding diversity, and (c) student and faculty perceptions of institutional support for diversity. These constructs were studied

across four domains, as indicated in Chapter III (also see Appendix A, previously referred to in Chapter III): (a) race/ethnicity, (b) gender, (c) sexual orientation, and (d) social class/socioeconomic status.

The research questions for the study were as follows:

1. To what extent did teacher educators exhibit classroom attitudes and behaviors consistent with practicing diversity education?
2. To what extent did teacher education majors perceive that teacher education faculty exhibited attitudes and behaviors consistent with practicing diversity education?
3. Did university teacher education students and teacher education faculty agree about the extent to which their institutions supported diversity?

Data were collected from two groups, teacher educators and teacher education students, at two Indiana schools of education. (See Table 1.)

The design of this study employed both qualitative and quantitative data collection methods. The qualitative cycle began with the analysis of vision and mission statements from the two universities and included documents from teacher education departments (programs of study,

course descriptions, and syllabi for required education courses).

The next phase of the qualitative cycle consisted of interviews with the deans of the two colleges of education, the teacher education department chairs, teacher education faculty, and teacher education majors who were nearing the completion of their course work and were preparing to student teach. To corroborate interview findings, the researcher also observed required education courses at the two universities.

Data from the qualitative cycle were analyzed inductively as they were read and reread. Patterns of response were noted and data were sorted according to the four domains (race/ ethnicity, gender, sexual orientation, social class) across the three research questions.

Quantitatively, the researcher administered the Survey of Cultural Attitudes and Behaviors (SCAB), an instrument designed (a) to measure perceptions of teacher educators of their own and colleagues' attitudes and behaviors toward diversity, (b) to measure teacher education majors' perceptions of teacher educator attitudes and behaviors, and (c) to assess the perceptions of institutional support across the four diversity domains for both groups. The resulting descriptive statistics allowed the researcher to

make comparisons among the surveyed groups. Data from qualitative and quantitative inquiry were merged for analysis.

Attitudes and behaviors of teacher educators toward diversity training (Research Question 1) were assessed using four data sources: (a) interviews with teacher educators, (b) observation of required education classes, (c) syllabi analyses, and (d) survey results. Questions in the interview protocol were designed to elicit data about teacher educator attitudes and behaviors toward diversity as they applied to teacher education. (See Appendix C, previously referred to in Chapter III.) The observation protocol recorded applicable information about teacher educator attitudes and behaviors toward diversity as demonstrated in their teaching. (See Appendix E, previously referred to in Chapter III.) Syllabi analyses provided additional data about teacher educator attitudes and behaviors as reflected in their course planning. (See Appendix G, previously referred to in Chapter III.) Finally, two of the three sub scales on the faculty version of the Survey of Cultural Attitudes and Behaviors (SCAB) yielded information about teacher educator attitudes and behaviors toward each diversity domain. (See Appendix K, previously referred to in Chapter III.)

Data collection methods for determining the perceptions of teacher education majors about teacher educator attitudes and behaviors toward diversity (Research Question 2) included three data sources: (a) interviews with students who had completed most of their course work but had not yet "student taught," (b) observations of required teacher education courses at the two universities, and (c) results of the administration of a student version of the Survey of Cultural Attitudes and Behaviors (SCAB).

Interviews with teacher education majors at the two universities yielded data about student perceptions of teacher educator attitudes and behaviors toward diversity as revealed in required teacher education classes. Observations provided supporting data about teacher educator attitudes and behaviors toward diversity through their classroom interaction with students. Two subscales of the SCAB yielded scores for student perceptions of teacher educator attitudes and behaviors toward diversity. (See Table 1.)

Teacher educator and student perceptions of the degree to which the universities in the study supported diversity education (Research Question 3) were measured in three ways. First, questions in each interview protocol targeted data about participant perceptions of institutional support

for diversity education. Second, observational data yielded some indicators of participant perceptions of institutional support for diversity. Third, a subscale of the SCAB survey, completed by teacher education faculty and students, measured perceptions of institutional support for diversity education.

The City and Environs

The two universities in the study were located in Centerville, a southern Indiana city that had a population of approximately 120,000 people in 2000. The city served as a hub for the region, which had a metropolitan population of about 300,000 in the same year. According to the U.S. Census Bureau statistics, there was limited racial diversity in Centerville. Whites comprised 85.6% of the population, and African Americans, the largest minority group in the area, comprised 11.7% of the population. Latinos (of all origins) formed 1.1% of the population. Two other minority groups each accounted for less than 1% of the population of Centerville in 2000: Asian Americans, 0.9%, and Native Americans/Alaskan Natives, 0.6%. Of those persons ages 5 and over, 3.8% spoke a language other than English at home (U.S. Census Bureau).

Latinos were only slightly more than 1% of Centerville's population in 2000, but some communities

within the metropolitan area had experienced a large influx of Spanish-speaking individuals in the five years preceding the study. In Smallburg, a nearby town with a total population of just under 5600 people, for example, Latinos comprised nearly 10% of the population, due in large part to the job opportunities afforded by the opening of a chicken-processing plant nearby.

Although Indiana's median household income was very close to the national average in 2000, median household income in Centerville was more than \$10,000 below the state and national averages. Socioeconomic diversity in the city was marked, with about 7% of families reporting a median income above \$100,000 (more than three times the median income for families in Centerville), and 7% of families reporting annual incomes below \$10,000 (roughly one-third the median income for Centerville families). More than 45% of the K-12 students in the region qualified for free- or reduced-fee school lunches during the 2002-2003 school year (Indiana University).

The Centerville School District (CSD) had a school-age population of 31,126 in 2003. Of these, 22,902 (73.6%) attended public schools, 7,875 (25.3%) attended private or parochial schools, and 349 (0.1%) were home schooled. The majority of students in the teacher education programs at

the two universities in this study were placed in CSD schools for observations, field experiences, and student teaching.

Having described the city, the researcher now presents each case. With each case, the university is described. Next, data are presented for each research question. Finally, the findings for each research question are iterated by domain.

Midstates University

Midstates University (MU) was a small, private institution with a 2003-2004 fulltime enrollment of about 2,200 students from 44 states and 39 countries. Students studied the liberal arts and sciences in one school (business administration) and three colleges (education and health sciences, engineering and computer sciences, and arts and sciences). MU was founded in the 1850s and was affiliated with the United Methodist Church.

MU was located within Centerville and had a campus consisting of 75 acres. It was bordered by private residences and small apartment complexes as well as by some light commercial establishments. In recent years, the university had purchased some nearby properties to allow for limited expansion; however, the campus was essentially land-locked.

Promotional materials indicated that the university was "dedicated to international education and study abroad" (MDW1). The university maintained a campus in the United Kingdom and had student-exchange programs in 10 countries. Slightly fewer than 200 of its students were described as international students.

Approximately 95% of MU's enrollment was White, with African Americans, Latinos, Asian Americans, and Native Americans comprising the remaining 5%. The male/female ratio was approximately 40% male to 60% female. Of those students who expressed a religious preference, 61% were Protestant, 34% Catholic, and 5% other. Student-to-faculty ratio was 13:1 (MDW1).

Admission requirements for MU included specific college preparatory classes at the high school level. MU also required students to present scores from either the SAT I or the ACT, but no specific cut-off scores were listed for these examinations (MDW1).

Annual tuition cost at MU for undergraduates in 2003-2004 was estimated at approximately \$20,000 for 12-18 credit hours. Additional credit hours were \$550 per unit. Housing costs for the same period averaged slightly more than \$3,200 per year. Total estimated cost for one year of undergraduate study was slightly less than \$27,000,

including tuition, housing, meals, and fees (MDW1). (This figure did not include books, personal expenses, or transportation.)

MU's mission statement focused on the preparation of its students to be responsible citizens "irrespective of race, gender, language-origin, ethnicity, religion, economic status, or other distinguishing features" (MDW1).

Teacher Education at Midstates University

The department of teacher education at Midstates University stressed its shift in focus from the teaching function to the learning function as an acknowledgement of the impact of teacher education "far beyond the immediate effects on the candidates sitting in classrooms" (MDW2). Its curriculum was described as centering around three themes: diversity, technology, and collaboration. The diversity component was described as stemming from a belief in "the central human values of social justice, equal opportunity, and respect for the dignity and worth of all persons, regardless of their backgrounds and individual characteristics" (MDW2).

According to Linda Peters, Dean of the School of Education, approximately 300 students were enrolled in teacher education in the College of Education and Health Sciences at MU at the time of the study. The largest group

of students was studying elementary education; the second largest group was enrolled in the secondary education program. The smallest area of teacher education was special education. Approximately 65 students per year completed the teacher education program at the time of the study (MIF1).

The full-time teacher education faculty at MU consisted of nine members. Eight were White and were originally from the Midwest; one was of African descent and had grown up in Trinidad and Tobago. Five were male; four were female. They had taught at the university for between one and 20 years. Although no data were sought regarding the sexual orientation of faculty, all nine reported being married and having children. Politically, all faculty responding to the SCAB survey identified themselves as "moderate." All indicated Christian religious affiliations, and all but one termed religion "important" or "very important" in their lives.

Given the demographics of Centerville and MU, one might expect to find a preponderance of White, Midwestern, upper middle-class, conservative attitudes and behaviors among both faculty and students.

Research Question 1

For the first research question (To what extent did university teacher educators at Midstates University exhibit classroom attitudes and behaviors consistent with practicing diversity education?), the researcher interviewed teacher education department faculty, observed required teacher education classes, analyzed syllabi for required teacher education courses, and administered the SCAB survey.

Of the nine full-time faculty members at MU, only seven were available at the time of the study. Five of the seven (71.4%) agreed to interview; the researcher interviewed all five in their campus offices. (The two faculty members who declined interview did not state reasons for their refusal.)

Three of the interviewed educators were male; two were female. Four were White; one was a member of a minority group. Their tenure at MU ranged from one year to 15 years.

In interview, Dean Peters, explained that the MU teacher education program was constantly undergoing revision:

We're working on defining diversity and looking at ways that our curriculum does an ever-better job of preparing teachers to teach all learners. We're

thinking about the many kinds of special needs learners have and seeing things more on a continuum rather than an ordered model. We're looking at English language learners, and we're looking at special education, seeing less of a boundary between special education and regular education. I think there will continue to be lots of changes. I think we do a good job of educating students to have the dispositions we think they need to have in order to help every child learn. I think our faculty do a good job of modeling those dispositions. What I would like to see is more structure in the curriculum for some of those things. (MIF1)

Asked how diversity training was delivered in the teacher education program, Dean Peters responded that it was infused throughout the curriculum:

When something is very important, do you believe that it's so important that you have to integrate it into every single course, or do you believe it's so important that it should have its own course? I think you could make a case for it either way, but what we've decided to do at this point is to have it as a part of every course. That's the way we've approached it. (MIF1)

Carl Wiley, chair of the Teacher Education Department expressed his views about MU's success with diversity education:

We probably do a better job with racial and ethnic diversity - although most of our teachers come from a very non-diverse background - than we do with learning disabled and special needs kids. I don't think we'll ever do as good a job with that. I don't think anybody can do it all in four years. I think we do an adequate job. (MIF2)

The interviewed faculty members expressed a commitment to teacher training for diversity, and all saw the training as necessary. In the words of MU teacher educator Will

Long, who had served as interim chair of the department of education at MU prior to the appointment of Wiley in 2003,

We know the need is there, and we're anticipating it. That's half the battle. I think the biggest thing is that our students are realizing that you just have to initially respect the fact that they are different and that it can be really exciting and a wonderful addition and can bring a wonderful depth to what you're doing. (MIF3)

Asked about the importance of diversity training, Debra Thomas, a teacher educator who had taught in the Centerville public schools before coming to MU only two years before stated, "I think it's extremely important. The need [for diversity training] is just going to increase each year. I think it's something we as educators want to do to prepare students as much as we possibly can" (MIF4).

MU teacher educators also spoke of their perceptions of the changes that had taken place and were taking place in the teacher education program and in the public schools. Dean Peters addressed the current demands on public schools: "They [public schools] are supposed to solve whatever problems are out in society. It's pretty much up to the teachers, so it's not for the faint of heart" (MIF1).

Professor Long focused his remarks on the sharp contrast between the overwhelmingly White teacher education students and the multicultural student populations they

were likely to encounter in public school classrooms: "When they [students] go out [on field experiences], they'll sit out there with probably more Black people than they've ever seen in their lives" (MIF3). Professor Long clarified his remarks by speaking of a need to help future teachers recognize and confront their own prejudices: "Students may find that they have developed some rather hard core prejudices or the inability to relate to a certain ethnic or religious group, but as teachers, they have to get past that and teach that to others" (MIF3).

All five interviewed teacher educators at MU spoke of the predominance of White students in the teacher education program. Professor Long explained that education students were "probably 80% White female, 18% White male, and the remaining 2% are primarily African American. I think we have three or four Asian folks in the program" (MIF3).

Not only were MU education students racially similar, but according to Professor Donald Ralph, the only minority professor in the teacher education department, they were also homogenous in other respects as well:

The majority of my students come from White middle class environments -- I would say, probably the overwhelming majority. [Observing in public schools] is often the first experience they have with students who come from poverty, students who are racially and ethnically, culturally different. And so, it's an eye-opening experience for them. I talk to them about

academic diversity, because we have Title I schools in the area. Many of them have not been exposed to poverty and its impact on the academic preparation of young children, of young students. And so, I try to lace my courses with enough references to bring to them to understanding. I try to encourage them. The courses I teach all have either observations or internships in the schools, and we use the Title I schools -- the inner-city schools -- every semester, so that they get their feet wet, and because of questions, expectations, etc. that they may have, or dissonance as a result of their experiences, then it provides me with an inroad to further explore and expand their horizons with respect to issues related to diversity. (MIF5)

Teacher education faculty also spoke of the benefits to future teachers in having a variety of experiences with diverse students. They explained study abroad and service learning opportunities for future teachers but stressed their concern for students whose backgrounds were essentially homogeneous. Professor Long elaborated:

We have some students in this facility who have never before gone to class - let alone supervised or taught children any different religiously, ethnically, or racially than them. We have some students who have come from all-White schools who are struggling with the whole idea of racial diversity, and some who have come because they wanted to be a part of a more cosmopolitan environment. They come thinking that working in an inner-city school will be a wonderful experience for them - and then, they run into a problem at one of those schools. I mean there's a bad experience to be had any place you go if you'll just wait around long enough. (MIF3)

According to Professor Ralph, even some students who had successful experiences in the public schools while still preservice teachers found the realities of teaching

in economically disadvantaged schools to be more difficult than they had imagined, and they left the profession.

Professor Ralph described a recent encounter with a former student who had taken a teaching job in Missouri but was leaving teaching at the end of the school year:

When she said that [she was leaving the classroom], I could feel the pit of my stomach just curl because here is somebody who's trained. She's in the inner city. She's dealing with the poor. She was a delightful student, and she's going to take a job selling something or other instead of teaching, because she found the demands were too great. (MIF5)

Professor Wiley, however, was more optimistic about students staying in the profession:

You have to prepare teachers well enough with the skills - this is not a theoretical approach - this is a very skilled, practice-oriented approach. We want students who can go out there and do well and succeed with all kinds of kids in all kinds of classrooms and stay in the profession. If they've gotten the skills and are good at what they do, we think they'll stay in the profession longer, and they generally do. (MIF2)

All interviewed MU teacher educators spoke of their perceptions of what diversity training would be needed by future teachers. Professor Darla Thomas, who came to MU after teaching special education for 16 years in Centerville public schools, stressed the need for teacher education candidates to believe that all children can learn and to accept responsibility for helping them learn (MIF4).

Professor Ralph defined his own role in preparing future teachers:

To help them understand . . . by presenting them with ideas, an array of ideas and ways of thinking, and seeing or questioning what we think and what we believe, supporting them in their attempts to work with students from diverse backgrounds here, as opposed to what they might get from others who come from a similar background and who would maybe support their beliefs, their filtering system . . . as they experience these new situations. I think I am able to work with, to help them as opposed to simply supporting the status quo. (MIF5)

All of the interviewed teacher educators purported to include diversity content in each of their classes, as indicated by Professor Wiley: "We do diversity pieces interwoven. There's probably not a course offered in the school of education that doesn't have a diversity piece" (MIF2).

Professor Long, who taught a seminar in which student teachers came together once a week to share their experiences, said that even if he did not plan to include diversity training in the seminar, the student teachers would bring in the topic as a reflection of their teaching experiences. He cited use of the word "nigger" as an example of an issue frequently discussed by the student teachers (MIF3).

Professor Thomas referred to chapters within her required text that discussed characteristics of individuals

in various ethnic groups, although she admitted that such text coverage could sometimes be stereotypical (MIF4). Although Professor Thomas reported using textbooks that addressed diversity, the most frequent method of incorporating diversity content was class discussion. Professor Long explained, "My classes address the issue head-on almost every day because my students are out in the [public school] buildings and they're dealing with this" (MIF3). Department Chair Wiley stressed the placement of students in Title I schools for observations and internships (MIF2). Professor Ralph characterized his approach:

I select experiences along the continuum of diversity to share with them, given the experiences in our classrooms here and given the topics that we read. I think we simply have to plant seeds and hope that, along the way, experiences would attach to the seed or provide the elements that would help that seed grow and flourish. My goal is not to do this alone. I am on this journey with them, so I am not in your face. I do not use a confrontational approach. It's very low-key. (MIF5)

Overall, the teacher educators at MU expressed a high degree of satisfaction with their teacher education program. They believed teacher education graduates were well prepared to enter classrooms as teachers. Professor Wiley said, "I have friends out there in the public schools

who tell me that the graduates that come out are pretty good graduates" (MIF2).

Professor Ralph, however, asserted that the teacher education program at MU could be improved by the addition of one or more required classes focusing specifically on diversity training. In his words, "It would show that we are committed to the idea of preparing students for a diverse workplace or a diverse community" (MIF5).

Observation of two sections of a required Introduction to Education class corroborated that faculty did incorporate diversity content into classes. In one of the classes, the lecture topic was the changing demography of American public schools and its implications for beginning teachers. Professor Wiley illustrated his lecture with projected transparencies showing demographic changes in the public schools in the last 50 years and projections for the next 40 years. This information was presented in a straightforward, neutral manner (MO1). The topic of lecture in the other section of Introduction to Education was the inclusion of special needs students in the regular classroom. In this section, students asked numerous questions related to effective curriculum and methodology. Professor Thomas deferred answering the questions until a later class (MO2).

Observation of the student teaching seminar revealed that one of the student teachers was frustrated by the behavior of African-American students in her middle school classes. The student teacher admitted to having attended all-White schools herself. Professor Long encouraged her to explain more precisely the difficulties she was having. The student teacher reported that she was disturbed by the seeming inability of some African-American students to work quietly on their own, explaining that the students often disrupted class by conversing with others during class.

Professor Long led a discussion among the 12 students in the seminar about effective strategies for classroom management. The other student teachers in the class seemed eager to help their classmate and suggested such strategies as keeping misbehaving students in the classroom while other students enjoyed recess or writing the names of misbehaving students on the board as a warning. Professor Long asked about the nature of the lessons being presented and suggested that the student teacher might try some collaborative learning activities instead of requiring quiet, independent work, reminding the students that the middle school years are a time of great need for student interaction, regardless of ethnicity (MO3).

An examination of syllabi for required teacher education classes revealed that all courses included diversity components in one or more of the following areas: goals, activities, lecture topics, and knowledge base.

(See Appendix G, previously referred to in Chapter III, for details.) In five cases, the goal was stated as "appreciating diversity and diverse learners" (MDS3, MDS8, MDS10, MDS11, MDS16). Two other required courses listed as a goal "addressing diversity among students in the classroom" (MDS12, MDS13).

A few courses offered more explicit diversity goals such as "understanding how schools are changing demographically, culturally, ethnically, linguistically" (MDS1, MDS2) or "educating all children, regardless of background or ability" (MDS1, MDS2). Other diversity goals included "understanding exceptional children, socio-economics, ethnicity, gender, and language" (MDS4, MDS9), understanding how students differ (MDS5), and "understanding cultural literacy, global education, and multicultural and gender equity education" (MDS6).

Diversity activities listed for various required education courses included portfolio sections on children, diversity, and learning (MDS1, MDS2, MDS5, MDS12) and the preparation of lesson plans and classroom behavior plans

for classrooms in which diversity was present (MDS11, MDS12, MDS13). Lecture topics related to diversity included the following: teaching all children (MDS1, MDS2, MDS11), learning styles (MDS3), ADHD (MDS3), multiple intelligences (MDS5, MDS10), and the inclusion of special needs children in the regular classroom (MDS5). In addition, the syllabi for five required courses listed sources about diversity in the knowledge base (MDS1, MDS2, MDS5, MDS14, MDS15).

Table 2 shows Faculty Attitudes and Behaviors Subscale of the Survey of Cultural Attitudes and Behaviors (SCAB).

Table 2

MU Faculty Attitudes and Behaviors Toward Diversity Domains

Construct	Race	Gender	Sexual orientation	Social class
Attitude	7.00	5.75	8.75	6.75
Behavior	6.75	6.00	10.50	11.25

NOTE. Four items on the survey measured faculty attitude and four items measured faculty behavior toward each diversity domain. The SCAB used a 7-point, Likert-type scale with 1 = most favorable and 7 = least favorable. Thus, the most favorable possible mean score for each domain was 4.0 (4 items X 1 point); the least favorable possible mean score was 28 (4 items X 7 points).

As can be seen in Table 2, MU teacher educators assessed faculty attitudes toward the various diversity

domains favorably, as shown by the low mean scores. Although teacher educator mean scores on the survey indicated that attitudes and behaviors toward the diversity constructs were generally favorable, mean scores for faculty attitudes toward sexual orientation were less favorable than scores for race/ethnicity, gender, and social class.

The differences between mean scores for attitudes and mean scores for behaviors toward race and gender were only about one-quarter point; however, for attitudes and behaviors toward social class, there was a difference of 1.75 points, indicating that faculty perceived their attitudes to be somewhat more favorable than their behaviors toward social class differences.

The largest mean score difference between faculty attitudes and faculty behaviors was in the construct of sexual orientation; here, the difference in mean scores was 4.5 points, indicating that faculty perceived their attitudes and those of their colleagues to be much more favorable than their behaviors toward diverse sexual orientation.

Based upon the faculty interviews, class observations, syllabi analyses, and SCAB survey results, it appeared that the Midstates University teacher education program was

delivering some diversity training to its largely homogeneous student population. Of the four domains that were most frequently examined by researchers, three (race, gender, and social class) were mentioned frequently as components of teacher education classes at MU. The fourth domain, sexual orientation, was not addressed in course syllabi or by interviewed faculty.

Summary of Research Question 1

Data from all data sources (document analysis, interview, observation, and survey) were triangulated for the construct of faculty attitude and behavior toward the four diversity domains under investigation. Findings for each domain follow.

Race/ethnicity. Although the department chair asserted that diversity training was a part of every education course, race/ethnicity was directly addressed in the goals of only 7 of the 18 required education courses at MU. This domain was not specifically mentioned as a lecture topic or as a part of any activity in any of the 17 required courses for which syllabi were provided. Two courses utilized references in the knowledge base related to race/ethnicity.

In interviews, however, all teacher education faculty spoke of their beliefs that students were in need of

diversity training in this domain, due in large part to the racial homogeneity of the students in the teacher education program. The interviewed teacher educators indicated that they included information on racial/ethnic diversity in their classes.

Observation of required teacher education classes at MU corroborated the inclusion of race/ethnicity training in some teacher education classes. Two of the three required education courses observed by the researcher featured information on race/ethnicity.

Results from the SCAB survey showed that faculty-reported attitudes and behaviors toward race/ethnicity were generally favorable. Mean scores on both faculty attitude and faculty behavior toward racial/ethnic diversity were the second most favorable scores.

Data indicated that race/ethnicity was a part of diversity training in some teacher education classes. Although this domain was not named in most course syllabi, interview, observation, and survey results indicated that it was included in many, if not most, required education courses.

Gender. The gender domain was addressed in the goals of only three required education classes. No required class syllabus included gender in lecture topics or student

activities. In interview, only one professor mentioned gender differences and that was in the context of the demographics of the teacher education student body, which was predominantly female. In general, gender was not a domain included in diversity training at MU, according to teacher educators.

There was no mention of gender diversity in the required education classes the researcher observed. SCAB survey results, on the other hand, showed that faculty attitudes and behaviors were more favorable toward gender than toward any other diversity domain, although the mean scores were very close to those for race/ethnicity; only 1.25 points separated faculty attitudes toward gender from those toward race/ethnicity, and 0.75 points separated faculty behaviors toward gender from those toward race/ethnicity.

While faculty attitudes, as revealed by the SCAB survey, were favorable toward gender, this domain was seldom a part of teacher education at MU.

Sexual orientation. The sexual orientation domain was not a part of the syllabus for any required classes in MU's teacher education program, nor did any of the teacher educators suggest that it was a diversity domain addressed in their classes. There was no mention of sexual

orientation in the required teacher education classes observed by the researcher.

SCAB survey results revealed that teacher educator attitude toward sexual orientation was the least favorable of the four domains. The mean score for faculty attitude toward sexual orientation was 3.0 points less favorable than faculty attitude toward gender, which recorded the most favorable faculty attitude. A difference of four points would indicate a shift from one response category to another (i.e., from "agree" to "partially agree").

Faculty attitude toward sexual orientation was 1.75 points less favorable than faculty attitude toward race, which scored the second least favorable attitude. Faculty behavior toward sexual orientation was not, however, the least favorable domain; sexual orientation scored 0.75 points more favorably than social class, which recorded the least favorable faculty behavior.

Based on syllabi analysis, observation, and interviews with teacher educators, teacher educators at MU did not include sexual orientation as a diversity domain in their classes.

Social class. Social class was the final domain examined. Five required education courses listed goals related to social class. No student activities or lecture

topics related to social class were included in the syllabi for any of the required courses. Two MU teacher educators, however, stated that they included diversity training in the domain of social class. There was no mention of social class in the required education classes the researcher observed.

On the SCAB survey, mean scores of teacher educators indicated that their attitudes toward social class diversity were the second most favorable of the diversity domains examined; teacher educator behavior toward social class, however, was the least favorable of the four domains, a full 5.25 points less favorable than teacher educator behavior toward gender, which had the most favorable mean score. Although social class diversity appeared to be part of diversity training in a few required MU teacher education classes, it did not play a major role in teacher education for diversity.

Overall, only race/ethnicity and social class seemed to be regularly included as diversity domains in MU teacher education, although 12 of the 17 required courses included goals related to diversity as a general theme. Such goals as "appreciating diversity and diverse learners" and "addressing diversity among students in the classroom" could include any areas of diversity.

Research Question 2

The second research question (To what extent did Midstates University teacher education majors perceive that teacher education faculty exhibited attitudes and behaviors consistent with practicing diversity education?) was assessed through interviews with education majors who had completed most of their course work (but who had not yet student taught), observation of required education classes, and the administration of a student version of the SCAB survey.

Of the 34 students at MU who met participant criteria (having completed most course work but not having student taught), 7 (20.6%) volunteered for interview. All volunteers were interviewed in conference rooms either in the school of education or in the campus library. Six of the participants were female; one was male. Six were White; one was African American. Six students were traditional college students, having enrolled at the university immediately following high school graduation; one student had completed a year of study at an out-of-state university before dropping out. She returned to Centerville, gave birth to a daughter, and worked for several years before enrolling at Midstates University to

complete her studies. All seven students were from Indiana.

The interviewed students spoke openly about their own backgrounds. Rosa, the African American student, explained that she had decided to teach because "when I was growing up, I didn't see any Black teachers" (MIS6). Lori, a White female, had been placed in classes for gifted and talented students in elementary, middle, and high school and had had no diversity experiences in school prior to college. She mentioned having tried to help a foreign exchange student from Russia while she was in high school: "They just immediately threw him into math classes. He didn't understand the concepts because he didn't understand the language. I still don't think he was helped properly" (MIS5).

Several of the students identified personal experiences with diversity prior to or concurrent with their university enrollment. Robert, the only male student interviewed at MU, told of having an uncle in a homosexual relationship and of having two friends who had "come out of the closet." Although he disapproved of their lifestyles on religious grounds, he asserted, "You can love the person and hate the things they do" (MIS7).

Ann, another White female, spoke of helping the child of a co-worker from El Salvador because the youngster was having problems with English in school. The child had been placed in special education classes because of his language status, and the parents were concerned about the implications of the placement on the child's future academic development (MIS1).

Becky talked about diversity within her sorority: "I have two African American sisters, one Latino, one Filipino, and one Asian" (MIS3). She explained that one of the African American women had delayed sorority "rush" until the second semester of her freshman year because she was afraid of hazing due to her race. Becky quoted the girl as having said, "You guys have no idea what I was anticipating. I thought I was going to get beaten up or something" (MIS3).

The researcher first asked students broad questions about what they had learned in their teacher education classes and internships that defined diversity, and then asked follow-up questions to glean answers that were more specific. In defining diversity, the students named all four domains under consideration: race, gender, sexual orientation, and socioeconomic differences. They also listed learning styles, intelligence, and exceptionality as

forms of diversity. Two of the students stated that they believed socioeconomic differences were a bigger problem for children in school than any other of the diversity domains (MIS2, MIS7). Robert admitted to a particular empathy with students of lower socioeconomic status, because "I definitely wasn't one of those rich kids growing up, so I know how they feel" (MIS7).

Rosa explained that she had originally planned to major in elementary education and had not considered majoring in special education until she spoke with an MU teacher educator who advised her that she could easily get a job teaching in that field of education. She reported that her immediate reaction was that she could not teach children with disabilities: "That's what I said. ' I can't teach those kids,' but my view has totally changed. I really want to help kids. In 40 years, I hope that I will still be doing this" (MIS6).

As to their teacher-education experiences, all seven students acknowledged that their field placements (i.e., internships) had been much richer learning experiences than those that had occurred in college classes. They reported having observed varying degrees of diversity in the schools in which they had been placed. Janice described her experiences this way:

The more internships you have and the [more] facts you can get in an internship, the more comfortable you will be in front of the students, the more you'll know how to reach these students, and the more prepared you'll be for whatever school you go into because [Centerville] has this diversity of schools and poverty levels, and I think that's what prepared me the most. (MIS4)

The interviewed students reported major differences in the types and kinds of diversity they experienced during their field placements, depending upon the schools in which they observed. Ann admitted surprise at the degree of diversity found in the local public schools because "you think of [Centerville] as the white-bread capital of the Midwest" (MIS1). Rosa characterized the differences in schools, based upon socioeconomic levels:

When I've gone to the inner city, I've seen a lot [of diversity]. You see the books; you see the posters. Their attitude's different. When I've been in more affluent schools, you see just the opposite. You don't see the diversity in books. You don't see it in the schools -- not the issues that inner city schools have to deal with -- kids not being fed in the morning, parents coming in and saying words you might not like. I think that's one thing we could do better by putting -- not just those kids who've never met anyone other than their race -- but everyone in inner city schools. (MIS6)

Although the students praised the value of field placements arranged for them by MU teacher educators, three also admitted to having difficulties with one or more of the placements that had been arranged for them. Robert recalled having been placed with a first grade teacher who

yelled at students and "got in their faces." He recounted one occasion when a student, who moved between households, had forgotten her book. He said the teacher told the girl she was irresponsible and that she should leave her problems at the door (MIS7). Lori told of an effeminate male in a middle school who was teased, and the teacher failed to intervene (MIS5). Becky complained that one field site teacher had her grade and record papers so she had no student contact during the internship (MIS3).

The teacher education majors also talked about experiences with their instructors in the classroom. While they reported classroom discussion about diversity, some students were dissatisfied with the way content was delivered. Rosa explained,

I read an article that said a student who hadn't had any diversity in their coming up doesn't really know what diversity is. Here at [MU], we have a lot of people who have never seen a Black student or a Chinese student, a Muslim student. Being put into a class that says you have to teach to diversity - what is that? (MIS6)

Most of the students described the teacher education faculty as caring and compassionate, and always willing to aid the development of their students. They reported being especially happy with the small class size in the required education classes and with the individual attention they received.

All interviewed MU students described the teacher education faculty in very positive terms. None reported having observed any racial, cultural, or socioeconomic bias on the part of faculty members. Furthermore, all students reported that discussions and other activities that supported diversity had been conducted in all of their teacher education classes. They characterized faculty attitude toward diversity as very positive.

Amy described faculty attitudes toward diversity as "great," explaining that there had been some diversity content in every education class she had completed (MIS2). Becky said that the presentation of diversity content in her education classes had been very "open" and that her professors had not expressed opinions or been judgmental (MIS3).

The researcher probed by asking students about perceived faculty prejudice by domain (race/ethnicity, gender, sexual orientation, social class). When asked directly, three MU students replied that they had observed sexism on the part of some of their education professors (MIS1, MIS4, MIS7). Ann gave this example:

There's a friend of mine whose son was sick, and she had to leave class early. She's a single mom. The professor asked her, "Can you not get rid of your mommy problems?" He just made comments like that every now and again. He told another girl that she

wrote like an LD [learning disabled] student because her handwriting was horrible. (MIS1)

Janice had observed sexism, and she sometimes felt that some of her professors talked down to her (MIS4).

Robert acknowledged that there were only two males in elementary education program, but he believed there were a few more in secondary education. He had been the only male in any of his education classes during the current academic year. He complained that textbooks, videos, and professors often used the pronoun "she" to refer to elementary teachers: "I'm not offended by the language used, but I think some people might be. While there aren't many males in elementary education, I think you have to count that there are some of us out there" (MIS7).

Although she reported no observed racial/ethnic prejudice on the part of teacher educators, Rosa explained that she sometimes was made to feel uncomfortable by the staff in some campus offices:

Sometimes when I go into different buildings, that's when I feel like it's a tense situation. Because there are so few Black students on campus, we get together and talk about it, and it's not just me -- that maybe I took something the wrong way -- but they get that, too. And we can say, "her in the library" or "her in whatever office. Don't talk to her because it's not good and you just get this attitude, but go to her and she's more open." And of course, you get stares going down the hallway from people who've never seen a Black student. You know, keeping Black

students here, it's very hard. After a semester, they're gone. (MIS6)

Other MU students said that they had never observed overt racial/ethnic prejudice on the part of teacher education faculty (MIS2, MIS5).

For the most part, the students presented a positive picture of the attitudes and behaviors of teacher education faculty at MU, although a few reported some negative experiences. To elicit more information about student perceptions of faculty attitudes and behaviors, the researcher mailed SCAB surveys to all 34 students in the target population. Twenty-five students (73.5%) returned completed surveys. Four items on the survey measured student perception of faculty attitudes, and four items measured student perceptions of faculty behaviors toward each of the four constructs: race/ethnicity, gender, sexual orientation, and social class.

Scores on the student SCAB at MU show that the students, as a whole, perceived faculty to be generally more favorable than unfavorable toward all four diversity domains. Interestingly, on two (gender and social class) of the four domains, students perceived faculty behaviors to be slightly more favorable than faculty attitudes. These data indicate that students perceived that faculty

behaved in a manner that was more favorable than their attitudes would suggest.

Table 3 shows the results of the portion of the survey that concerns student perceptions of faculty attitudes and behaviors.

Table 3

*MU Student Perceptions of Faculty Attitudes and Behaviors
Toward Diversity Domains*

Construct	Race	Gender	Sexual orientation	Social class
Attitude	9.34	10.46	14.58	10.88
Behavior	10.46	9.46	15.92	10.19

NOTE. Four items on the survey measured faculty attitude, and four items measured faculty behavior toward each domain. The SCAB used a 7-point, Likert-type scale with 1 = most favorable and 7 = least favorable. Thus, the most favorable possible mean score was 4.0 (4 items X 1 point); the least favorable possible mean score was 28 (4 items X 7 points).

Although mean scores on the student SCAB were relatively consistent for the other three domains, the mean scores for items related to sexual orientation were far less favorable than the mean scores for the other constructs. Students perceived faculty attitudes toward sexual orientation to be between 3.7 and 5.54 points less

favorable in the attitude construct and between 5.46 and 6.46 points less favorable in the behavior construct than for the other diversity domains.

This finding is consistent with the previous findings that faculty did not include sexual orientation as a diversity domain in their classes, and that their attitudes and behaviors toward sexual orientation were less favorable than toward other areas of diversity. Although mean scores for student perceptions of faculty attitudes and behaviors toward sexual diversity were several points less favorable than mean scores for the faculty survey, both groups indicated that this was the diversity domain toward which faculty was least favorable.

According to the survey results, MU student perceptions of faculty attitudes and behaviors were relatively consistent with faculty perceptions for the other three domains (race/ethnicity, gender, and social class) under study. While faculty attitudes and behaviors were perceived by both groups (students and faculty) to be more favorable than unfavorable toward all four domains, the domain of sexual orientation was an area that faculty have excluded from their courses, although students included it in their definitions of diversity.

Summary of Research Question 2

MU students asserted that some diversity components were included in all teacher education courses. The students also confirmed that, as the teacher educators had alleged, many of them had had little experience with diversity prior to university enrollment. They regarded faculty positively and perceived faculty attitudes and behaviors to show little prejudice based on race/ethnicity, gender, sexual orientation, or social class.

Race/ethnicity. Students reported that they perceived teacher educators at MU to be generally positive about racial and ethnic diversity, although the sole minority student interviewed suggested that students and university staff outside the teacher education department exhibited less favorable attitudes toward minority students. On the SCAB survey, students rated faculty attitudes toward race/ethnicity more positively than toward the other three domains. Student responses regarding faculty behaviors toward race/ethnicity were only slightly less favorable than perceived faculty attitudes.

Gender. Findings about faculty attitude toward gender differences were somewhat less positive, with suggestions that some teacher educators had made disparaging remarks about particular female students and that they failed to

acknowledge male students in elementary education. Three of the seven interviewed students reported instances of gender bias among MU teacher education faculty. SCAB survey results, however, showed that mean scores for student perceptions of faculty attitudes and behaviors toward gender differences were favorable. Mean scores for the gender domain were the second most favorable in the perceived faculty attitude construct and most favorable in the faculty behavior construct.

Sexual orientation. Student perceptions of teacher educator attitudes and behaviors toward sexual orientation were by far the least favorable of the four domains. None of the students reported any education course content related to sexual orientation. Students did not, however, report having observed instances of unfavorable faculty attitudes or behaviors toward this type of diversity. It appeared that MU teacher education faculty had excluded the sexual orientation domain from required education classes.

Social class. The final domain under study, social class, was one that students mentioned frequently when they talked about their experiences in teacher education courses and in their field experiences. The students were aware of socioeconomic differences among students in public schools. On the SCAB survey, students placed faculty attitudes and

behaviors toward social class differences between race/ethnicity and sexual orientation, indicating that they perceived faculty to be generally positive about the final domain under study.

In sum, students were very positive in their assessments of the teacher education faculty. Students perceived faculty attitudes and behaviors toward race/ethnicity to be favorable, although there were some indications that some MU staff outside the teacher education department and some students made minority students feel uncomfortable. Some students reported evidence of faculty prejudice in the area of gender differences, citing specific comments made by faculty that the students interpreted as sexist. MU teacher education students confirmed that the study of sexual orientation as a diversity domain was not included in required teacher education courses. Students perceived the attitudes of teacher education faculty to be favorable toward social class as a diversity domain and noted that this domain had been included as a topic in some required education classes; many reported that they had been placed for observation in schools with large proportions of children in poverty.

Students used words such as "touched on" or "mentioned" when they spoke of diversity content in teacher education classes, underscoring a lack of in-depth study of diversity. Several expressed some mild dissatisfaction that they had not been given practical information about how to reach children who were diverse in one or more ways. Rosa said of a class session on ESL, "This is something that was mentioned as this is something to be aware of, and then it's like, what do I do after I'm aware of it?" (MIS6).

Synthesis of RQ1 and RQ2

There was strong evidence that teacher educators at MU included course topics related to *race/ethnicity* in required education courses. Interviews with faculty at MU showed that most included *race/ethnicity* in their courses and that they perceived their attitudes and behaviors to be favorable toward this domain. *Race/ethnicity* was also the domain most apparent in observations of required education classes and in analyses of education course syllabi for MU.

Table 4 compares perceptions of faculty and students at Midstates University (MU) for the faculty attitudes and behaviors by domain.

Table 4*RQ1 and RQ2: Perceived MU Faculty Attitudes and Behaviors*

Faculty		Student	
Domain	perceptions	Domain	perceptions
Race/ethnicity	++	Race/ethnicity	++
Gender	+	Gender	S
Sexual orientation	0	Sexual orientation	0
Social class	+	Social class	+

Note. ++ = strongly favorable, + = favorable, - = unfavorable, -- = strongly unfavorable, S = responses split, 0 = not addressed by respondents.

Despite the evidence from faculty interviews and class observations, teacher educators ranked race/ethnicity below both gender and social class for faculty attitudes on the survey. They ranked race/ethnicity second most favorable for faculty behaviors. Because the survey asked the participant to assess the attitudes and behaviors of colleagues as well as self, the differences here may have been due to participant assessment of colleagues as having

attitudes and behaviors that were less favorable toward race/ethnicity.

Interviewed students did not recount a single instance of racial/ethnic prejudice linked to teacher educators, and they verified that they had studied racial/ethnic diversity in most required education courses. On the survey, they indicated that they perceived teacher educator attitudes toward race/ethnicity to be the most favorable and behaviors to be the second most favorable of the domains.

There was minimal evidence that teacher educators at MU included *gender* diversity in their courses; gender was included as a specific diversity domain in the goals for three required teacher education courses, but it did not appear as a lecture topic or in student activities for any required course. MU educators, in addition, did not mention gender as a diversity domain they addressed in their classes, nor was gender included in any of the observed classes. On the SCAB survey, however, teacher educators ranked gender as the most favorable domain for both faculty attitudes and behaviors. Because interviewed faculty and faculty respondents to the survey were the same individuals, this discrepancy might indicate that faculty assumed their favorable attitudes and behaviors toward

gender diversity rendered teaching about this domain unnecessary.

Three students cited examples of what they perceived to be gender bias on the part of faculty educators. No student cited gender as a domain included in any required teacher education course. In contrast to the information interview data, on the survey students ranked gender as having the second most favorable faculty attitude and the most favorable faculty behavior. The researcher interviewed slightly more than 20% of the students who met selection criteria, but nearly 74% of the group returned completed surveys. Most likely, the discrepancy between interview data and survey data was related to the difference in the percentage of students participating in the two data collection procedures. The larger portion of education students perceived teacher educators to be more favorable toward gender than did the interviewed students.

There was no evidence that MU faculty included *sexual orientation* as a domain of diversity in their required education courses. The domain was included in one syllabus, but no teacher educator mentioned its being included in a course. On the survey, faculty gave this domain the least favorable ranking for faculty attitude and the second least favorable ranking for faculty behaviors.

Student input concurred with faculty. Students did not indicate any course content related to sexual orientation, and they ranked this domain least favorable for both faculty attitudes and faculty behaviors on the SCAB.

There was some evidence that teacher educators at MU included *social class* diversity in their courses. Although there were no lecture topics or student activities dealing with social class in the syllabi for teacher education classes, some courses listed goals pertaining to this domain. In interview, some MU teacher educators indicated that they included social class diversity in their courses.

Faculty ranked their attitudes toward this domain second most favorable on the SCAB survey, but they ranked their behavior toward social class least favorable of the domains. Again, faculty participants might have assessed the actions of colleagues when they completed the survey. Because the teacher education faculty size was so small at MU, it is not possible to attach significance to the difference in rankings.

Interviewed students indicated that they did receive course content related to social class diversity both in their required education courses and through their observation/ internship placements. Students indicated no

instances of faculty prejudice related to social class diversity, but they ranked this domain the second least favorable in both faculty attitude and faculty behavior on the SCAB survey. This ranking is similar to the ranking assigned by faculty to the same domain, indicating that, perhaps, both faculty and students were aware of some faculty behaviors unfavorable toward social class, although none of the interviewed students or faculty cited any such instances.

Faculty behavior toward social class diversity was the only subscale score on the SCAB on which students perceived teacher educators to be more favorable than the educators perceived themselves. Student sub scores, otherwise, were consistently less favorable for both constructs across the four domains. In one instance (faculty attitude toward sexual orientation), the student mean score was more than five points less favorable than faculty scores.

According to the survey results, faculty attitudes and behaviors were perceived by both groups (students and faculty) to be more favorable than unfavorable toward all four domains, but the domain of sexual orientation was an area that faculty seemingly had excluded from required education courses.

This finding is consistent with the previous findings that faculty did not include sexual orientation as a diversity domain in their classes and that their attitudes and behaviors toward sexual orientation were less favorable than toward other areas of diversity. Mean scores for student perceptions of faculty attitudes and behaviors toward sexual diversity were several points less favorable than mean scores for the faculty survey, but both groups indicated that this was the diversity domain toward which faculty was least favorable.

Across the eight domains in RQ1 and RQ2 (2 constructs X 4 domains), all except one mean score on the student SCAB were less favorable than the corresponding mean scores on the faculty survey. In some cases, the difference in scores was nearly five and a half points, indicating that faculty perceptions about their attitudes and behaviors were much more favorable than student perceptions along both constructs (attitude and behavior) and across the four domains (race/ethnicity, gender, sexual orientation, and social class). The only exception to this difference in scores was in perceived faculty behavior toward social class. Here, students perceived faculty behavior to be slightly more favorable than faculty perceived it.

Research Question 3

The third research question (Did university teacher education students and teacher education faculty at Midstates University agree about the extent to which their institutions supported diversity education initiatives?) was assessed through interviews with teacher educators and teacher education majors and by the administration of the SCAB survey, both versions of which included subscales for perceived institutional support.

When asked about her perception of the degree of institutional support for diversity training, Dean Linda Peters explained a new program at MU:

[English as a Second Language] is a brand new program for us, and we went through the process to get it approved as a licensure area, so students can now have it added to their license if they complete the minor. This is our very first year for it, and there are two classes this year, and there will be three more next year. The students who complete that minor will be doing an internship in English as New Language - as Indiana terminology promotes it - an ENL component and also student teaching with an ENL component. We started it just because teachers in the future are going to need to be prepared to teach those English language learners. (MIF1)

Dean Peters stated, furthermore, that the university had made a "tremendous effort" to attract and retain minority students and minority professors (MIF1). In her words,

Institutions like [Midstates University] that find themselves in this kind of community might have to move toward a more diverse faculty by accepting the fact that we

will have a rotating type situation. We might have people who are here for a few years - and while we have them they brought that perspective - and we might have to understand that they make the choice to move elsewhere, and we might bring in another one. Generally, university faculties don't work that way. We bring someone here, having them move through the ranks, get tenure, and stay here. I think we might just have to have a slightly different paradigm. (MIF1)

Of the nine regular, full-time faculty, one was a member of a minority group. Minority representation in the teacher education faculty, therefore, was approximately 11%. Among students in teacher education at MU, however, approximately 80% were White females; 18% were White males; and 2% were African American or Asian American, according to Professor Long (MIF3). Although the percentage of minority faculty in teacher education at MU was considerably higher than the percentage of minority students in education programs (11% versus 2%), the size of the fulltime teacher education faculty at MU was such that one individual accounted for 11% of the total faculty.

Professor Ralph explained, "The majority of my students come from White, middle-class environments. It [MU] is often the first experience they have with students who come from poverty, students who are racially and ethnically different" (MIF5). Professor Thomas mentioned that the lack of diversity among MU students had also been a concern during the most recent NCATE evaluation (MFI4).

Department Chair Wiley attributed the small numbers of racial minority students to "a factor of the community." He explained that a majority of outstanding minority high school students in the area wanted to leave the Centerville area and go to "a well-recognized school" (MIF2).

Although MU had not been particularly successful in attracting minority faculty and students to the institution, the School of Education had made some inroads in acquainting its students with diversity. In interview, the dean and the department chair explained the departmental policy of placing students in a diverse setting for at least one of their field placements (MIF1, MIF2). The department chair also spoke about new computer software that simplified tracking student placements to ensure that all teacher education candidates had some experience with diversity before they were certified to teach (MIF2).

Interviewed teacher educators at MU gave different accounts of institutional support for diversity. Professor Ralph disputed the department chair's assertion that all students were given field placements where they would experience diversity, saying that only a "random few" teacher education students were placed in Title I or inner city schools and that the majority of students did not have

diversity experiences in their field placements (MIF5).

Professor Long, however, insisted that institutional support for diversity training was high but admitted that, in his opinion, MU struggled with diversity issues:

Diversity is a major issue at this university. The faculty is pretty similar, and the students are pretty similar, and it's something that this university and others that I have visited struggle with. I don't think there's ever a time that class lists come out, or faculty are interviewed that we're not conscious of the fact that we're way behind the diversity power curve. (MIF3)

Interviewed students at MU underscored the lack of minority enrollment in teacher education programs. Janice remarked that she could count on one hand the number of minority students she had encountered at MU:

There's one African American girl who's going through elementary ed. I've had some classes with her. And there was another girl who was in my inclusion class. She was a freshman, and I haven't seen her since. As far as people of color, that's it. Two that I have been in class with. And two boys. Everyone else is Caucasian female. (MIS4)

Robert had recently served as an orientation leader for incoming freshman students. In two weekend orientation sessions, he had seen only one minority student among those attending: "It makes me sad because I don't feel that there's prejudice here. It just doesn't look attractive to students who are minorities because there just aren't many here" (MIS7).

Most interviewed students indicated that they would welcome more diversity on campus, but one student's comments suggested that there was some prejudice within the student body. Lori made this clear in her remarks:

I think to an extent [MU] caters to diversity, but I think they're making too much of a stride toward it. I think they're going too far with it. I love BET [Black Entertainment Television], but how come we don't have a WET? I think it's drawing too much attention. I think [MU]'s diverse enough. (MIS5)

Most interviewed students responded to queries about institutional support for diversity by talking about the diversity content of their education classes. They gave a range of responses. Becky stated that there was a diversity component in every class. Ann said, "we have a chapter here and there" (MIS1). Other students spoke of classes that included information on English as a second language, inclusion of special needs children in the regular classroom, racial and economic diversity, and diverse learning styles. No student mentioned sexual orientation as a component of diversity training in class work or internships.

Data from the Survey of Cultural Attitudes and Behaviors also addressed this construct. Table 5 compares teacher educator and student perceptions of institutional

support for diversity at Midstates University as measured by the SCAB.

Table 5

MU Teacher Education Faculty and Student Perceptions of Institutional Support for Diversity Education

Group	Race	Gender	Sexual orientation	Social class
Faculty	9.50	9.50	11.75	10.00
Students	9.85	10.54	14.69	11.62

NOTE. Four items on each version of the survey measured perceived institutional support for each domain. The SCAB used a 7-point, Likert-type scale with 1 = most favorable and 7 = least favorable. Thus, the most favorable possible mean score was 4.0 (4 items X 1 point); the least favorable possible mean score was 28 (4 items X 7 points).

Four items measured each domain (race, gender, sexual orientation, and social class) as related to institutional support for diversity. Results of the SCAB showed some differences between the perceptions of teacher education faculty and students regarding institutional support. Teacher educator perceptions of institutional support for diversity were generally more positive than were those of students.

The difference in mean scores for faculty and students was quite small (0.35 point) for the race domain,

indicating that the perceptions of faculty and students were quite similar. The mean score for institutional support for gender diversity was slightly more favorable (1.04 points) for faculty than for students, an indication that students were more inclined to perceive gender-based prejudice in institutional policies and actions than were faculty.

The difference in mean scores for the two groups' perceptions of institutional support for social class diversity was also slightly more positive for faculty than for students, although the difference (1.62 points) was small. The students perceived the university to be less supportive of initiatives to address social class diversity than did faculty. The largest difference in mean scores (2.94 points) was in perceived institutional support for sexual orientation. Again, faculty perceptions were more favorable than student perceptions, but for both groups, the perception of institutional support for sexual orientation was the least favorable of the four domains.

Summary of Research Question 3

There seemed to be no major differences in the way students and faculty at MU viewed the university's commitment to diversity education. Although most students and faculty seemed to welcome university efforts to

increase diversity, at least one student was negative about such efforts.

Table 6 compares teacher educator and student perceptions of institutional support across the four diversity domains.

Table 6

RQ3: Perceived Institutional Support for Diversity Education at MU

Faculty		Student	
Domain	perceptions	Domain	perceptions
Race/ethnicity	++	Race/ethnicity	++
Gender	0	Gender	0
Sexual orientation	0	Sexual orientation	0
Social class	+	Social class	+

Note. ++ = strongly favorable, + = favorable, - = unfavorable, -- = strongly unfavorable, 0 = not addressed by respondents.

Race/ethnicity. As to the perceived degree of institutional support for racial/ethnic diversity, the dean

and department chair reported that support was strong for attracting a more diverse faculty and student body, although the efforts to do so had not been entirely successful. Most teacher educators echoed this perception of university support. The lone minority member of the department, however, alleged that fewer students were placed in inner-city and Title I schools than the dean and department chair had indicated.

Students noted efforts on the part of MU both to attract a more diverse student body and to place education students in diverse settings. Several remarked on the small number of minority students on campus. Most students lauded institutional efforts to increase minority representation on campus. One student, however, thought university efforts to attract and maintain minorities on campus were excessive.

Social class. Most teacher educators insisted that education students at MU completed field placements in schools where they would encounter various kinds of diversity. In addition to racial/ethnic diversity, such placements acquainted students with differences in social class. Placing students for internships in Title I and inner-city schools afforded them the opportunity to observe the dynamics of social class as well as race/ethnicity.

The minority professor, however, disputed the claim that all education students were placed in schools with maximum diversity, asserting that only a few students received such placements.

Students reported that the types and kinds of diversity they encountered in field placements varied with the schools where they were placed; some schools were reported to have be more diverse than others were. Students, like teacher educators, most often indicated that they meant racial/ethnic or socioeconomic diversity when they spoke about diversity in field placements.

Discrepancies in the reports of teacher education faculty and teacher education majors about the degree of diversity encountered by education students in their field placements called into question the level of institutional support for the race/ethnicity and social class domains.

Gender. There was no mention by teacher educators of gender differences as a diversity domain supported by the university. Students did not discuss this aspect of diversity as a component of their teacher education classes or of their internships.

Sexual orientation. There was no mention by teacher educators of sexual orientation as a diversity domain supported by the university. Students did not discuss this

aspect of diversity as a component of their teacher education classes or of their internships.

Both groups perceived strong institutional support for race/ethnicity, although one teacher educator disputed claims that all teacher education students were placed in inner-city or Title I schools for internships, and one student believed that there was too much emphasis on racial/ethnic diversity at MU. There was no perceived institutional support for gender or sexual orientation.

Major Findings and Case Summary

There were four major findings in the MU case: (a) only the race/ethnicity and social class domains were regularly included by teacher educators in their courses; (b) students noted some instances of gender bias among faculty; (c) some students assessed their diversity training as lacking in substance; (d) both teacher educators and students defined institutional support for diversity only in terms of race/ethnicity and social class.

There was considerable evidence that the MU teacher education program included diversity training for its teacher education majors in most, if not all, classes. Not all diversity domains, however, appeared to be included by the educators. The diversity domains to which students

were exposed generally included only race/ethnicity and social class diversity.

Based on all data collected and analyzed from MU, gender seldom seemed to be included in course work, and sexual orientation appeared to have been excluded from diversity study in teacher education at MU.

The discrepancies between faculty and student perceptions about gender diversity raise the question of why this domain has been excluded. Because the vast majority of teacher education students at MU were female, it may be that most teacher educators simply overlooked this diversity domain, believing it was not an issue in classes that were often all female. The students, however, were aware of some faculty behaviors that they perceived to show gender bias; bias was seen by some female students as anti-female and by a male student as being anti-male. Since this was the only domain for which students reported instances of faculty prejudice, its exclusion from diversity discussions may have been unwise.

The exclusion of the sexual orientation domain, on the other hand, appeared to be more than an oversight. Since sexual orientation was not indicated as a course component by any faculty, it may be that its omission was indicative of discomfort with or prejudice against homosexuality. MU

was affiliated with the United Methodist Church (UCM), and the less favorable perceptions toward sexual orientation may stem from the UCM's position on homosexuality. At the General Conference in 2000, United Methodist delegates passed a resolution affirming their belief that homosexual behavior was incompatible with Christian teaching (United Methodist Church, 2004). Perhaps this resolution has influenced the attitudes and behaviors of MU faculty, including those in teacher education.

Because sexual orientation is a diversity domain that is not visible like race or gender, students, understandably, would not be as aware of it in their field placements as they would race or gender. On campus, however, it is more likely that they would be aware of peers and faculty who openly demonstrated diversity in their sexual orientation. Thus, their perceptions would more likely be shaped by campus attitudes than by experiences during field placements. Whatever the reason, discussions of diversity in sexual orientation were conspicuously absent from teacher education at MU.

Dean Peters, Department Chair Wiley, and other interviewed teacher education faculty were satisfied with the depth of study of diversity in required education courses. Some students, however, believed that diversity

topics were handled in a cursory manner. The students claimed that diversity topics in some classes were merely mentioned without depth or breadth of study.

The dean, department chair, and teacher education faculty claimed repeatedly that theirs was an experiential program made strong by the frequent and varied field experiences of students. Some students, conversely, criticized diversity study in their education courses as being too theoretical. Students expressed interest in practical applications of the theoretical knowledge they had gleaned.

University of the Central Midwest

The University of the Central Midwest (UCM) began operation as a regional campus of one Indiana's four state universities in the mid-1960s. After operating as a regional campus for 20 years, the university achieved independence from the parent university and became a separate public university, bringing Indiana's total number of public universities to five. UCM's promotional materials noted that since it had become an independent state university, the percentage of high school students in the region matriculating to postsecondary study had increased from 33 to 74%. The materials also described the

university as the fastest growing public university in the country (CDW1).

UCM was located on the edge of the city and had a campus that included some 300 acres of developed property in 2004, with another 1,000 acres earmarked for future development. It had few immediate neighbors except for a large, not-for-profit retirement complex with which UCM shared a "special relationship," entitling residents to use some university facilities such as the library and swimming pool.

The university was comprised of five schools and two divisions. The schools included business, education and human services, liberal arts, science and engineering, and nursing and health sciences. The university division provided placement testing, test preparation, counseling, general studies classes, and tutoring; the graduate division awarded Master's Degrees in 10 fields from business administration to social work (CDW1).

During the 2003-2004 academic year, UCM had a fulltime enrollment of slightly fewer than 10,000 students. Students attending UCM included representatives from all 92 Indiana counties, 36 other states, and 39 countries. Nearly 89% of the students attending UCM in 2004 were from Indiana, and almost 64% were from counties in the region of

the university. Of UCM's students at the time of this study, 60% were female and 40% were male. Whites comprised 94% of all students in 2004; minority enrollment was 6%, with no explanation of the composition of the minority population available. The faculty-to-student ratio was 18:1 (CDW1).

For admission, UCM required students to rank in the upper 50% of their graduating high school classes and present SAT I scores of at least 820 or ACT scores of at least 17. In addition, Indiana students were required to have completed Core 40 graduation requirements (CDW1).

Tuition costs for Indiana residents were estimated at \$4,200 per year for fulltime enrollment (16 hours) in 2003-2004. Tuition per credit hour for Indiana residents was \$131.91; non-resident tuition was \$319.41 per credit hour. Housing costs ranged from \$3,000 annually for a single shared room in a residence hall (freshmen only) or a four person, shared apartment (upper classmen) to \$7,460 for a two bedroom family apartment for married students or those over 21. Total estimated cost per year of undergraduate study for in-state residents was slightly less than \$7,500 for tuition, housing, meals, and fees. (Books, transportation, and personal expenses were not included in this figure.) (CDW1)

UCM's mission statement included the core belief that an educated person was a better citizen whose virtues included "tolerance, judgment, and belief in freedom for self and others" (CDW1). In a statement supporting education, social and economic growth, and civic and cultural awareness, UCM professed that it would be "devoted primarily to preparing students to live wisely" (CDW1). Furthermore, the UCM Creed included the pledge to "confront all manifestations of discrimination while striving to learn from differences in people, ideas, and opinions" (CDW1).

Teacher Education at UCM

According to Ted Pierce, Dean of the School of Education, approximately 950 students were enrolled in the teacher education programs in 2003-2004. The largest number of students was enrolled in the elementary education program; less than half as many were enrolled in secondary education, which had the second largest enrollment. Smaller numbers of students were enrolled in special education and early childhood education programs. According to Dean Pierce, about 210 students per year completed teacher education requirements at the time of the study (CIF7).

The mission of the department of teacher education at UCM was stated as graduating students who would be well prepared "to contribute to the educational processes in today's schools" (CDW2). Among the instructional guidelines offered in its mission, the teacher education department proposed that it would "include an awareness of the role that teachers will have in a changing multicultural society" (CDW2).

Dean Pierce explained that the Teacher Education Department had tried to recruit a more diverse faculty but that the efforts had been only marginally successful:

We have one faculty member, who is also an administrator - our Associate Dean and Director of Field Experiences - who is Black. Up until this year, we had an assistant professor of education who is Black. She left us at the end of three years. We have one faculty member who teaches on a regular basis as an adjunct who is African American. We have an adjunct faculty member who supervises student teachers on a regular basis who is African American. That's the extent of our diversity in the department. (CIF7)

Dean Pierce said the School of Education employed about 20 adjunct instructors. With only one member of a minority group among the 15 full-time faculty, UCM's percentage of full-time minority professors was 6.67%; the percentage of minority adjuncts was 10% (CIF7).

Dean Pierce talked about the small percentage of minority students in the department:

We're very interested in recruiting minority students into our program. Here at [UCM], the minority students that we get right out of high school - particularly if they come from [Centerville] tend not to be the very best minority students, and that's because [UCM] is not the school of choice for the best minority students. They either go to the better-known traditionally Black universities, or they go to the better-known state universities where often they can go with more money than [UCM] can award. So, we get African American students, but there's a tendency - and there are exceptions to this - we've had some real scholars who were African American students - but there's a tendency for these students to need help not only financially but also academically. (CIF7)

He also said that the UCM department awarded approximately 9 to 12 minority scholarships each year. Dean Pierce estimated the student minority population in teacher education at UCM to be 4%, slightly less than the percentage of minority students in the total UCM population. The percentage of minority students in teacher education was also smaller than the percentage of minority teacher educators.

Research Question 1

Data sources for the first research question (To what extent did university teacher educators at the University of the Central Midwest exhibit classroom attitudes and behaviors consistent with practicing diversity education?) included interviews with teacher educators, observation of required teacher education classes, analysis of course syllabi for required education classes, and the

administration of the SCAB survey to all members of the teacher education department.

The University of the Central Midwest (UCM) had 15 full-time teacher educators in its elementary and secondary programs. Eleven (73%) agreed to interview; all were interviewed in their campus offices. Among the educators interviewed, eight were male, and three were female. Ten educators were White; one was African American. They had taught at UCM for between 1 and 25 years; most had been teaching at UCM for five or more years. Most described themselves as politically liberal, and about half claimed no religious affiliation. (The four UCM teacher educators who declined interviews gave no reasons other than being "too busy" to participate.)

Asked about the ways in which UCM incorporated diversity education into teacher education, Dean Pierce explained:

The faculty are not confident that the students would get sufficient grounding in multicultural education if our concept and the way we operationalize that concept was to integrate multicultural education principles and practices throughout the curriculum. We feel that there is content that students need to know having to do with various types of diversity and having to do with the history and development of various marginalized groups of people. We also feel that there is content that students need to know having to do with the progress made by underrepresented groups in the United States and barriers that under-

represented groups have had to overcome, and so we offer the [required] multicultural course. (CIF7)

Department Chairman Carl Parks, however, emphasized that "the [multicultural] course is a good experience, but it certainly cannot stand alone, so what we're trying to do is embed more throughout the program" (CIF2).

In addition to requiring the multicultural course, Associate Dean Bill Moore placed teacher education majors for one or more experiences in an inner city school prior to student teaching. According to Professor Moore, the field placements were the primary means of acquainting students with the various diversity domains (CIF4).

In a follow-up telephone interview, Department Chair Parks clarified the differences between his remarks about diversity training and those of the dean and associate dean. According to the department chair, their individual roles in the teacher education program were reflected in their responses. Dean Pierce's primary role in the teacher education program was to ensure that the required teacher education courses combined in such a way that graduates were well versed in the pedagogies and curricula they would need to become successful teachers. Associate Dean Moore supervised the placement of teacher education students in the schools in and around Centerville; his primary

administrative responsibility was to see that students were placed in schools where they would gain a variety of classroom experiences. Department Chair Parks defined his own role as coordinating the total experiences of teacher education majors so that they were competent to teach diverse students in diverse schools once they completed the program (CIF2-2).

According to Department Chair Parks, the UCM Teacher Education Department was "committed to the NCATE mandate for cultural diversity in teacher education programs" (CIF2-2) and had taken a three-pronged approach in which all aspects of the program tried to address diversity training. First, all teacher education majors were required to complete the multicultural education course to ensure a common knowledge base. Second, professors in the department were encouraged to include appropriate diversity training content and experiences in their courses. Third, UCM tried to place teacher education majors in Title I and inner-city schools whenever possible (CIF2-2).

To explain the chronology of UCM's approach to diversity training, Professor Moore, the only minority on the fulltime faculty, spoke of a now-defunct program that had been implemented some 30 years earlier at UCM to give elementary education graduates a teaching minor in inner

city education. The program was discontinued when its graduates were not hired for teaching jobs in favor of candidates who had conventional subject-matter minors. With the demise of the program, teacher educators at UCM retained one course in multicultural education and required all teacher education graduates to take it (CIF4).

Professor Moore acknowledged that there was much variation in the diversity content of education courses from one instructor to another:

It depends on the [professor]. Some go into more depth than others. I know in the Foundations [of Education] course, a number of the faculty hit diversity from the standpoint of some of the legalities. I think there are other areas of diversity discussed in other classes. And then there's the [multicultural] class. It represents a start because there was a time when we didn't have anything. Is it enough? Probably not, but it's a start. (CIF4)

Each of the teacher educators interviewed expressed a need for some form of diversity training for future teachers. Professor Bill Brown, who had been at UCM for about 10 years, stated his perception of the need for diversity training as follows:

I do think -- since we are training students not only to work in the tri-state but hopefully throughout the U.S. -- that we have a responsibility and an obligation to prepare them for what they may see come across their classroom door. (CIF1)

Professor Jane Street spoke of a special need to provide diversity training because the teacher education students themselves were so lacking in diversity: "One of my students joked that not only was her high school all White, it was all blonde" (CIF9).

Department Chairman Parks stressed that theirs was an experience-based teacher education program, designed to prepare a pool of essentially White teacher education majors to face the challenges of classroom diversity. According to the department chair, more than 60% of UCM's teacher education majors lived in small communities in Indiana, Illinois, or Kentucky, within 50 miles of the campus. Most of these communities were areas where there was virtually no diversity (CIF2-2).

Students in a meeting of the Introduction to Education course corroborated the lack of student diversity experiences before college. During a discussion of racial and cultural diversity, several students spoke of living in communities that were virtually all White. A female student said she had never spoken to an African American until she came to college (CO3).

Two other females in the class talked about their fear of the Spanish-speaking individuals who recently had settled in their community and shopped at the local Wal-

Mart. The two admitted to avoiding contact with these people (C03). During an interview, Associate Dean Moore acknowledged that UCM had done little to prepare teacher education majors to work with students who spoke English as a Second Language (ESL):

It's only in the last 8 or 10 years that we have really seen an influx of those types of students [ESL] coming in to the public schools of Centerville. I won't say it hasn't been needed, but we don't have a program where ESL is something that's automatically built in. (CIF4)

Professor George Stevens, who had come to UCM from an area with a large proportion of Spanish-speaking students, noted that within the public schools of Centerville, there were children who spoke a total of 37 different languages. He also pointed out that there was only one ESL teacher assigned to work with the 142 middle and high school ESL students in the district (CIF11).

In addition to the multicultural course and placements for field experience, the UCM faculty named a variety of diversity experiences for teacher education majors. For example, Associate Dean Moore explained that some UCM students were paid to work as tutors in daycare centers providing after school care for students in Title I schools under the *American Reads, America Counts* program (CIF4).

Professor Stevens said that other UCM students were

participating in an oral history project, recording the experiences and reminiscences of a group of elderly, inner-city residents who had been displaced by the construction of a new health care facility some years before. He explained that still other UCM teacher education candidates gained experience tutoring inner-city youngsters at an inner-city community center (CIF11).

UCM faculty, who had responsibility for various sections of the multicultural course, reported requiring teacher education students to place themselves in unfamiliar multicultural settings. Professor Street was one such instructor. She recounted the story of a student who had visited an inner-city coffee shop to fulfill course requirements: "The girl who waited on her had lots of tattoos and body piercings. [The student] was so offended that she couldn't even drink her coffee, but at least she went to the coffee shop" (CIF9).

According to Professor Stevens, some UCM students went into the required diversity experiences fearfully:

Their concerns are that perhaps these people will be violent or some such, what they've picked up from TV. They don't have a clue about what to anticipate because they've never had any diversity experiences in their high school. (CIF11)

While the researcher was observing an Educational Psychology course, a female student explained to the class

that migrant workers lived in her community only during harvest time and few of them attended the high school: "My mother always told me to avoid making eye contact with them" (CO4).

During the same observation, a student from another small community near Centerville explained that she was afraid to visit a local discount store late at night because that was when Latinos tended to shop: "They start talking in some weird language, and I think they're talking about me." A male student spoke out: "Of course they're talking about you. They're saying, 'A girl like her would bring a good price in Tijuana.'" At this remark, the professor gave the student a disapproving look and called his name (CO4). From the reaction of the professor and the other students, however, it appeared the type of remark made by this student was not unusual in UCM education classes.

Students who had little previous experience with diversity sometimes had difficulty adjusting to the demands of a diverse classroom. According to Professor Barbara Oswald, one of her students decided to take a semester off to re-evaluate her decision to teach after being placed in a diverse classroom for field experiences:

She kept saying, "The classroom just is not what I had thought it would be." She alluded to the fact that there was too much difference for her, too many social problems, too many issues. She didn't want to deal with that. Sometimes students don't want to be in a diverse classroom. They want to be in a school that's just like the one they attended. What they don't realize is that most schools are changing. The school they attended no longer exists, as they knew it.
(CIF5)

The lack of diversity in student background before college was responsible for creating a special need for diversity training among teacher education candidates. Professor Mark Stedman, for example, recounted an experience from a class that had met earlier that day:

A student said to me this morning, "You know if you turn out the lights, we're all the same," and I said, "No, we aren't. We're not the same." I said that the experiences I've had as a White, middle class male are radically different from those of a Black male. For me to discount those differences -- for me to suggest that we're the same -- discounts that person's experience. (CIF10)

Department Chair Parks corroborated that the lack of diversity experiences for students before they came to the university was a problem:

We hear the shifting demography statistics, but our candidates do not come from those kinds of diversity settings. Our candidates still come predominantly from this region, or from schools that are similar, and many of these settings do not include a background of diversity, racial, socioeconomic, or ethnic. They've never really thought about those issues very much, and so that's one of our real challenges here.
(CIF2)

The interviewed teacher educators reported including the diversity constructs under study in their own classes: race/ethnicity, gender, sexual orientation, and social class/socioeconomic status. They also included exceptionalities, religion, language and dialect, and ethnicity. Associate Dean Moore, however, alleged that what topics were covered and in what depth depended to a large degree on which professor taught a particular course (CIF4).

During their interviews, two teacher educators admitted to including little, if any, diversity content in their classes because of the requirement that all students enroll in the multicultural course. Diversity was being covered in the multicultural class, and they saw no need to include diversity in their own courses (CIF5, CIF8).

According to several professors, sexual orientation and religion tended to be the two most volatile diversity topics discussed in the classroom, owing - at least in part - to the homogeneity of the student population. To illustrate lack of understanding by some students, Professor Bill Brown quoted a student as having said, "Oh, I'm aware of [religious] diversity. I know that some people read the Bible differently than other people do" (CIF1).

During an observation of one section of the multicultural course, students discussed the religious practices of Pentecostals and other Christian fundamentalists. One student remarked, "It's scary that these people reproduce." Several members of the class laughed at this remark; the instructor said nothing to the student that would have indicated that the comment was inappropriate (CO2).

The methods of presenting diversity content varied with the instructors. Professors Street and Stevens mentioned the use of guest speakers in their classes. Professor Street had a speaker from the local gay and lesbian taskforce address her class. While most students seemed to be interested in listening to his story, Professor Street found that some did not welcome his point of view:

Where I was sitting, there were some kids I couldn't see, and later some of the other students told me what they could see in terms of reaction of students in the class, and they weren't delighted about his being there, especially the young men. (CIF9)

During a discussion about attending meetings of diverse groups on campus, one student said that in her sorority the young women were encouraged to attend meetings of diverse groups, including the gay and lesbian alliance. A male student said, "What? They let the queers recruit?"

His question was rendered in a joking manner, and the instructor laughed along with the class and said nothing about the insensitivity of the comment (CO4).

Three UCM teacher educators reported the use of service learning projects as a means of giving teacher education candidates diversity experiences (CIF3, CIF9, CIF11). Professor Stevens spoke of the benefits of having his course meet off campus at an inner-city community center and incorporating civic engagement with the course content (CIF10). Two instructors reported using videotapes to teach students to be more sensitive to language and dialect (CIF9, CIF10).

Three UCM instructors attested to the value of having their students make presentations on diverse groups: persons in poverty; different cultural, ethnic, or religious groups; and outstanding minority educators (CIF9, CIF10, CIF11). One of the common practices of instructors in the multicultural course was to have students research and report on their own cultural heritage and influences. Five students presented their heritage projects during an observed session of a section of the multicultural class. All five spoke of growing up in all-White neighborhoods and attending predominantly White schools (CO2).

Although their presentation methods varied, most of the UCM teacher educators stated that they included at least some diversity topics in their courses from time to time. Most valued field experiences as a superior way of giving preservice teachers some diversity experiences. Professor Stedman explained it this way: "It's one thing to talk about diversity as kind of an abstract concept; it's another thing to be in the midst of it and - especially - to hear children talk about their lives" (CIF10).

UCM faculty expressed varying degrees of satisfaction with diversity training in the teacher education program. Associate Dean Moore believed the required multicultural course was an important step, "because there was a time when we didn't have anything" (CIF4). He also spoke about broadening the horizons of teacher education students who, in some cases, had not been more than 50 or 60 miles from home. Professor Stevens agreed that the university was "supporting [students'] cultural development, but it's not finished. They're never going to be finished" (CIF11). Professor Stedman spoke of the program's shortcomings in failing to prepare future teachers to work with ESL students:

When it's a problem that too many of our students are coming to school not English-prepared or not able to speak the dialect of power in the schools - which is

going to be English - then it will be seen as a problem to be addressed by teacher education. (CIF10)

Professor Mary Hayes spoke of the differences in the experiences of students in the teacher education program, and the difficulty in trying to deliver similar educational experiences through class work and field placements:

Part of the problem is that while individually professors are dealing with those kinds of issues [diversity] in a variety of ways, it's not clear that students are going to have that same kind of experience from one class to the next, one section to the next. A big part of this kind of preparation is going to be field placement, and we don't have as much diversity in the settings that are available as we need. We don't have a mechanism right now for determining the kinds of field placements students are getting. We can't guarantee that a student is going to go into a poverty neighborhood . . . or that a student's going to go into a largely minority school. We don't have any way of keeping a record of that at the moment. As a result, we're not making sure that students get into all these different kinds of settings. That is a shortcoming and probably has some bearing on their preparation. (CIF3)

Analysis of syllabi for required teacher education courses revealed that 17 of the 25 courses required of elementary and/or secondary education majors included diversity components in the goals, activities, lecture topics, or knowledge base. In addition, all five subject-matter methods courses for secondary education majors, at least one of which was required for graduation, contained diversity components.

Diversity goals included "understanding the significance of student diversity" (CDS1, CDS2, CDS18, CDS23) as well as more specific and measurable goals such as adapting instruction to diverse learners (CDS5), reflecting from multiple points of view (CDS4, CDS24), and identifying stereotypes (CDS12). As might be expected, all sections of the required multicultural education course listed specific, measurable goals focusing on diversity. In particular, the goals of the multicultural class stressed reducing prejudice and racism in the classroom, developing cultural competence, and advocating social justice. Specific types of diversity contained in these goals included culture, race/ethnicity, language, gender, class, age, and religion (CDS9, CDS10, CDS11, CDS12).

Course activities supporting diversity training included keeping field experience journals (CDS4), making diversity presentations (CDS8, CDS9, CDS10, CDS11, CDS12), attending multicultural events on the campus and in the community (CDS9, CDS10, CDS11), participating in volunteer service (CDS11, CDS14), and designing instruction appropriate for diverse learning styles and intelligences (CDS11, CDS24). All methods courses in secondary education included the design of instructional units for diverse learners (CDS26, CDS27, CDS28, CDS29, CDS30).

Course lecture topics related to diversity included male and female roles (CDS8, CDS28), exceptionality (CDS28), global concerns (CDS27), learning styles (CDS28), and multiple intelligences (CDS6, CDS28). In addition, a total of five class sessions in three different courses listed lectures on "student diversity" (CDS14, CDS24, CDS28).

Six course syllabi included multicultural or diversity sources among the sources comprising the knowledge base. Three courses listed a single multicultural source (CDS1, CDS5, CDS8); one course listed two sources (CDS28); the various sections of the multicultural course listed between 7 and 45 sources about various kinds of diversity (CDS9, CDS10, CDS12).

The researcher also mailed the SCAB to all 15 UCM teacher educators; 14 (93%) returned completed, usable surveys. Survey results for UCM teacher educators showed that their perceptions of their own attitudes and behaviors toward diversity and those of colleagues were generally quite positive.

Mean scores for UCM teacher educator attitudes toward race/ethnicity, gender, sexual orientation, and social class were generally favorable, as seen in Table 7. Mean scores were somewhat less favorable in the area of faculty

behavior. Faculty behavior toward social class had the least favorable mean score, more than 4 points above the mean score for faculty behavior toward race, which had the most favorable mean score.

Table 7

UCM Faculty Attitudes and Behaviors toward Diversity Domains

Construct	Race	Gender	Sexual	Social
			orientation	class
Attitude	6.07	6.64	7.57	7.42
Behavior	7.71	8.79	9.00	11.93

NOTE. Four items on the survey measured faculty attitude, and four items measured faculty behavior toward each domain. The SCAB used a 7-point, Likert-type scale with 1 = *most favorable* and 7 = *least favorable*. Thus, the most favorable possible mean score was 4.0 (4 items X 1 point); the least favorable possible mean score was 28 (4 items X 7 points).

Summary of Research Question 1

Although there appeared to be much variation among courses and professors, a majority of required teacher education courses at UCM included some diversity content as indicated by syllabi, observation, and interview. Two professors admitted that they included little or no diversity education in their courses because they believed students received enough instruction in the required multicultural course.

Race/ethnicity. Course syllabi indicated that eight courses listed goals, lecture topics, student activities, and/or knowledge base sources that dealt with issues of race/ethnicity. Field experience placements of students in inner-city schools and service learning projects added to faculty efforts to give students experience with racial and ethnic diversity, although there was a sharp difference in the perceptions of faculty members. Some insisted that all students experienced field placements in schools where there was much diversity; others alleged that this was not the case. Mean scores on the faculty SCAB survey for race/ethnicity were the most favorable of the four domains.

A major concern of faculty about preparing students for diverse classrooms was the homogeneity of UCM's student body. Because Whites at UCM were an overwhelming majority and because few of these students had prior experience with racial/ethnic diversity, the department chair and numerous faculty labeled racial diversity training "a challenge." Observation of required education courses at UCM led the researcher to conclude that there was evidence of racial/ethnic bias on the part of some students.

Gender. Four courses featured gender issues as a part of goals statements, student activities, or lecture topics, but this was not a domain featured in most courses.

Faculty mean scores on the SCAB revealed that faculty attitudes and behaviors toward gender diversity were very favorable, ranking only slightly less favorably than mean scores for race/ethnicity.

Sexual orientation. Although the domain appeared in only one syllabus, apparently some educators at UCM included course content related to the sexual orientation domain; others avoided it. The sexual orientation domain was labeled "volatile" by one teacher educator, who indicated that there was some student bias against individuals who were openly homosexual. Observation of required courses revealed one instance of homophobic statements on the part of a student. On the SCAB survey, faculty attitudes were ranked least favorable toward this diversity domain. Although faculty attitude was slightly less favorable (0.15 to 1.5 points) toward sexual orientation than toward the other domains, faculty behavior toward this domain was more favorable than faculty behavior toward social class.

Social class. This diversity domain was included in five syllabi for required education classes at UCM. Some classes were regularly held off campus in facilities that served minority and economically challenged groups in an effort to bring students face-to-face with these diversity

domains. Professors who taught the multicultural class also indicated that poverty was the topic for some student presentations in their classes. Interestingly, while faculty mean score for attitude toward this diversity domain, as measured by the SCAB, was slightly more favorable toward social class diversity than toward sexual orientation, faculty behavior toward social class was the least favorable of the four domains, ranging from 2.93 to 4.22 points less favorable than behaviors toward the other domains.

Faculty attitudes and behaviors toward the four diversity domains were generally favorable, with most teacher educators including some diversity content in their classes. Race/ethnicity was included as a diversity domain both in course content and in the placement of students for field experiences for most courses. Teacher educators at UCM stressed racial/ethnic diversity, identifying most students as coming from all White or largely White communities. Few teacher educators included gender differences in their courses. Some educators, especially those who taught the required multicultural course, included sexual orientation as a domain of diversity. Course content and service learning experiences for some courses also included the social class domain of diversity.

Over all, the attitudes and behaviors of UCM teacher education faculty were favorable toward the four diversity domains under scrutiny. Syllabi for required education courses indicated that most contained goals, activities, and/or lecture topics related to diversity training. In interview, teacher education faculty recognized their responsibility to provide future teachers with diversity training. Observations of required courses in the teacher education programs confirmed that faculty incorporated diversity topics in their courses.

Research Question 2

For the second research question (To what extent did teacher education majors at the University of the Central Midwest perceive that teacher education faculty exhibited attitudes and behaviors consistent with practicing diversity education?), data collection included interviews with teacher education majors and the administration of the student edition of the SCAB survey. Observation of required teacher education classes was used to corroborate data gleaned from the other two data sources.

Of 182 students at UCM identified as meeting the study criteria (having completed a majority of their course work but not yet having student taught), only 19 (10.4%) volunteered for interview. Asked why so few students were

willing to participate in interview, Department Chair Parks offered three explanations. First, more than 75% of all full-time teacher education majors worked 25 or more hours per week, leaving them little free time. Second, a majority only to attended classes, commuting daily from communities up to 50 miles away. These students seldom participated in any campus activities. Third, a large number were the first in their families to attend college and were less attuned to the potential benefits of participating in research (CIF20).

Professor Parks noted that UCM had difficulty getting good response rates from students on anything beyond the confines of the classroom. He speculated that web-based registration and habitual use of automatic teller machines had also caused students to see the university as increasingly impersonal. According to Professor Parks, "These students have a good work ethic. The challenge for them is in trying to do everything" (CIF20).

Most of the student volunteers were interviewed either in a vacant office in the teacher education department or in a conference room in the campus library; three were interviewed at a bookstore coffee shop near their places of employment. Interviews were conducted at various hours of

the day and evening to accommodate student class and work schedules.

Among the students interviewed, two were male and 17 were female. Eleven of the students were traditional college students, having enrolled at the university immediately after high school graduation; eight of the students were non-traditional, having enrolled in the teacher education program following other personal and career experiences. Of the non-traditional students, three already held university degrees; one had a Master's degree.

Because the UCM teacher education faculty had talked about the lack of diversity experiences among students, the researcher asked the students about their backgrounds before they came to the university. Beth and Susan, both non-traditional students with school-aged children, were from a nearby community that had a large Spanish-speaking population (CIS1, CIS8). Cheri, a traditional student from Indianapolis had attended a high school with an African American enrollment of 65% (CIS7). Tammy, a traditional student who commuted daily from a nearby community had biracial nieces:

They have opened my eyes. Like the music they listen to. I listen to country; they listen to rap and rock. The way they talk. Just different things. They used to live in a place that was White-dominated, and they had a lot of problems with people that were in the Ku

Klux Klan. They had a lot of problems with that, and so they moved. After they moved to Indianapolis, they're doing fine. (CIS18)

Martha, another non-traditional student, tried to help a student from India when she worked as a teacher's aid:

They [the teachers] were trying to get portfolios ready. He was writing things, but it was very frustrating for him. His sentences would just go on and on. It was very frustrating for me, too. Some of the words he would use just wouldn't be the appropriate word, and I was trying to help him. It was difficult. He wanted to do it right. Maybe if I could have spoken his language a little, I could have helped him more. (CIS15)

Martha had also spent several summers working at a camp for physically and mentally challenged children.

Julie, an older student who had returned to UCM to finish her degree, was tutoring a university student from China on campus. She had also done volunteer work with a Latino student in an elementary school in her hometown:

No one else in the school spoke Spanish, except for me, and she was so lost and struggling, especially in math because she couldn't get the concepts because she didn't understand English. I think working with her made her feel more comfortable, realizing that somebody knew how to speak her language and understood what she was going through. I think if a teacher has any background in any foreign language, they know what the student's going through. (CIS13)

Some students with diversity experiences said that many of their classmates had no such experiences. Cheri explained: "In my multicultural class, we were surveyed to ask how many of us had had that kind of experience

[diversity]. I was surprised to see most hadn't" (CIS7). Ginger, who had grown up in Centerville, said, "A lot of them [teacher education students] say they've never been to school with a Black person until they went to college. That was a huge shock to me, and they seemed more closed minded to certain things that I am" (CIS5).

Other students reported some prior experience in working with English as a second language (ESL) as a part of their jobs, through mission trips with a church group, or in school. Sally talked about her experiences in a northern Indiana city:

I was called down to the office and there was a Russian girl who had transferred in, and I was supposed to be her friend, I guess. I mean, they just partnered me up with her and I had to show her around, and she didn't know any English. They gave me a Russian dictionary. I was in seventh grade. (CIS14)

Sam had a college roommate from Bosnia: "He just botches so many things, you know? You just can't help but laugh" (CIS12). He described the Bosnian roommate as his "best friend." Sam also explained that, as an athlete, he had developed friendships with a number of international students at UCM. He spoke of friends and teammates from Trinidad, Australia, and the Philippines (CIS12).

Susan, from a small town about an hour from the UCM campus, talked about her reactions to the large influx of Mexicans in her hometown:

The ones that came up first were single men, and they did a little more partying. When you went into a grocery store or even if you walked to the post office on a Saturday morning, you'd have these men jabbering in Spanish, and if you didn't know Spanish and they were looking at you. . . . (CIS8)

Beth, from the same community as Susan, seemed more

comfortable with the changes in her hometown:

If you go into the Wal-Mart, the person behind the counter waiting on you might be Hispanic. I think the manager might be Hispanic, too. I've got a feeling that they brought him in because of the Hispanic population. Everything you pick up is in Spanish. I noticed it when my baby was in diapers. A lot of the boxes were just in Spanish, nothing else. I thought at first that maybe they'd been shipped here by mistake. And you see signs, billboards, even, that are in Spanish. Maybe that's a subtle way of letting us know that things are changing. (CIS1)

Ginger had worked in a pharmacy in Chicago where 90% of the customers were non-native English speakers and the store was only about three blocks from a "very gay" neighborhood (CIS5).

Two other students had experiences with sexual orientation. Sam recalled had a homosexual cousin who did not admit his sexual orientation until he was in his late twenties because "he was afraid his parents would disown him" (CIS12). Lisa's best friend in middle school

professed to be bisexual. Lisa was often shunned by other students because of the friendship (CIS16).

Racial diversity experience was also limited. Sam, who had volunteered at an inner city community center, played basketball with some of the African American youth:

We started playing and here was no net, and I asked, "What happened to the net? Did somebody steal it?" You know, just joking around. One of the guys said, "Man, there ain't never no net. This is the projects." I would never have imagined playing without a net. So, that was amazing, like they've found a way to get by with less. We were playing, and all of a sudden, the place just gets swarmed with cops. I would say somewhere around eight or nine cars pulled up. I was just -- I stopped playing, just kind of watching, you know? I guess there was a part of me that kind of had a little fear. Should I start ducking? I don't know if that's the right feeling to have, but that's how I felt, and I asked one of the guys of this was common. He said, "Yep, pretty much." You know, it's just what happens there. Routine." (CIS12)

Cindy said, "When I was in high school, there was one Black male" (CIS3). Amber said, "Back home, there's not hardly any diversity" (CIS17). Among the interviewed students, nine reported previous experiences with at least one type of diversity; 10 had no experience.

Asked to define diversity based on what they had learned in education classes, the UCM students included the diversity constructs under study (race/ethnicity, gender, sexual orientation, and social class) as well as religion, age, intellect, family structure, ethnicity, and

exceptionality. One student defined diversity as "anything that defines us, sets us apart" (CIS6).

When were asked about their experiences in teacher education courses, only two students mentioned diversity content in a course other than the required multicultural course. Amber recalled some diversity instruction in an educational psychology course; Janet mentioned experiences in a secondary education methods course (CIS17, CIS9). The UCM students also reported great variation in the content of required courses, depending upon the instructor.

While all had instruction in the required multicultural course, their evaluations of the content varied. Several reported that the instructors had used guest speakers to incorporate diversity awareness. They heard speakers from inner city schools and from gay and lesbian organizations. One class interacted with two exchange students from Korea. In general, the students perceived guest speakers to be a valuable tool in understanding diversity.

Some sections of the multicultural course, however, did not have guest speakers. Emily complained that most of their coursework consisted of bookwork:

We spent a lot of time in that little workbook. Did you look at it when you were in our class? I think it's good in theory. Maybe it would work if students

would actually sit down and think about what they were doing instead of just trying to get it done. And we didn't really talk about what we did [in the workbook]. It's like we would do the activities, but we didn't take that one step further to figure out why we did it. (CIS10)

Several students complained that the multicultural course lacked "substance." Janet said her instructor "would talk about the issue but never really relate it to how it was going to affect the classroom" (CIS9). Cheri said that most students doing the presentations on different cultures chose "vacation spots" and gave tourist information rather than dealing with the "more difficult" issues of cultural and religious differences (CIS7).

Other students were very positive about the experiences they had had in their sections of the course. Carol said, "I think the teacher that I had was very passionate about learning about different cultures. He kind of passed that on to his students" (CIS2). Cindy described the same course as having "pushed my comfort zone while accepting that I had room to grow" (CIS3). Tammy said, "[The instructor] never made me feel uncomfortable with the way that she taught it. She stayed away from jokes. She showed no prejudice toward anybody or toward our beliefs" (CIS18).

Interview questions about student perceptions of teacher attitudes toward diversity produced almost no instances of overt instructor prejudice. Sam said that the manner in which faculty presented diversity content "was just -- this is the way it is -- pretty neutral. I think they would have been offended if someone had said something disparaging about anybody" (CIS12). Susan described faculty attitudes toward diversity as "neutral to good" (CIS8).

Most students reported that on-campus prejudice was far more evident among students than it was among faculty. Maggie qualified that claim by saying that she believed that professors in the school of education were more aware of racism, sexism, and homophobia: "They try to model, but I have seen classrooms outside of education that lean very strongly in one direction or another. I think in the education area, you do see more equal treatment" (CIS11).

Janet believed that diversity issues could be controversial in nature: "A lot of teachers want to stay away from it" (CIS9). Beth thought that the tendency toward conservatism among teachers made it difficult for some of them to discuss diversity concerns, especially homosexuality:

How do you address that [gay and lesbian issues] if you're a conservative teacher? As far as gays and lesbians go, how can we talk about it without going back to religion? (CIS1)

Field placements also played a major role in student assessments of faculty attitudes and behaviors. Maggie was especially skeptical about the schools chosen for these placements:

They [faculty] choose what school you go to, and I don't think it's always a good choice because they may choose the higher schools. They may choose the ones that have a higher educational system and may overlook the ones that have the higher poverty rates or that may not have a great educational system. (CIS11)

Although a few students reported observing little diversity in their assigned schools, most had experiences with racial and economic diversity. In Sam's first field placement, the majority of students were African American: "I was the minority, and it was interesting" (CIS12). Some reported observing classes that had ESL students. Others said physically handicapped youngsters were included in the regular classroom. Cindy reported having observed a high school class that had "one girl who was a lesbian, and they talked about it openly, even joked about it. I was amazed" (CIS3).

Most students were quite positive about the field experiences, explaining that the placements made them feel "more comfortable" prior to student teaching. Paul thought

that placement in an inner city school "forced us to see the way others live" (CIS4).

Susan observed kindergarten classes in two schools. One class was in an all-White school in her hometown; the other was in an inner-city school in Centerville.

I was really amazed by how much more our students knew than what these kids did. It amazed me that some of the students at [the inner-city school] could sing complete popular songs, but they couldn't spell their names or read simple words. At home, they're not exposed to reading like they are to music. (CIS8)

Seven UCM students talked about changes in their thinking because of university study. Amber, from a rural area, had never seen a classroom where there was racial diversity until she was assigned to observe in a Centerville school (CIS15). All seven talked about "waking up" or having their "eyes opened" because of the field placements. In all but one case, the changes were positive. Emily had originally thought she wanted to teach in a large, inner-city school, but had changed her mind after observing "some of the problems in these schools" (CIS10).

Carol thought that some faculty were "scared to touch on it [any controversial diversity issue]" (CIS2).

Paul said that faculty and students shared that fear:

I think a lot of people are scared to touch on some of the issues - religion, gender issues, homosexuality,

and I think, well, how are they going to act when they have a student that's openly gay or a guy that dresses like a girl. Are they going to flip out and teach them differently, be rude and obnoxious? (CIS4)

Only two students reported examples of faculty prejudice. Cindy said, "When I was at [Grover] Middle School, the professor said that the kids we were dealing with were 'the future welfare population of the county'" (CIS3). She elaborated:

I think it [faculty] is a liberal population, the faculty we have here, much more so than the general population. So, it was really a shock that somebody would be that overt in making such a statement. You learn to keep your mouth shut. You can have whatever thoughts you want, but you don't educate your students to think like that. (CIS3)

The other example of faculty prejudice involved an African American professor who was no longer at UCM. Amber said,

She favored Black students, and it was really obvious. She was a tough professor. I was scared to miss her class -- even once. But this girl missed all the time; she even missed a test. So she [the professor] called her [the student] up - I don't think I was supposed to hear this but I was working in an adjacent office -- and told her that if she would come to her office, she would let her take the test the next morning. I thought that would never happen if it were me or probably anyone else in the class. The girl would talk about how this woman favored other Black students, that they got A's when they didn't deserve it. Of course, if you had accused her [the professor] of racism, I'm sure she would accuse you of being racist, so it's kind of a no-win situation. (CIS17)

Although most lauded the faculty for not showing any form of prejudice toward any area of diversity, a few recounted specific instances that they believed showed faculty prejudice. Two non-traditional students believed their professors dealt with them in a more respectful manner than they did the younger, traditional students.

The researcher observed two sections of the multicultural course. One section met off campus at an inner-city community center. The students worked with school-aged African-American children or with the elderly (C01). The other section met on campus and discussed diversity topics. Most of the students, however, seemed to have no personal experiences in diversity that they could relate to the course content. During this class, five students presented projects about their own cultural heritage. All explained that they had grown up in small communities that were essentially all White and that they had had little or no contact with people from other cultures, ethnic groups, or religions until they came to college (C02).

In interview, some students expressed dissatisfaction stemming from their perception that they had received academic or theoretical rather than practical information about diversity. Paul described his diversity preparation

as "sensitivity training" (CIS4). Amber said, "They teach you a lot of theory and stuff like that, but they don't really tell you how to deal with situations" (CIS17). Lisa had the same concern:

I expected to learn about how I was going to deal with an African American student, how I was going to deal with an Asian student, things that were going to appear in my classroom, and I don't feel like I learned as much there as I should have. (CIS16)

Doris expressed concern about having English language learners in her classroom: "If we're going to have them [ESL students] in our classrooms, we need some preparation" (CIS19). Two of her peers had concerns about the inclusion of special needs students in regular classrooms. Both said they felt "unprepared" to work with special needs students (CIS2, CIS6).

When queried about their concerns about teaching, only two UCM students mentioned any diversity-related concerns. One expressed a concern for working with students who were physically or mentally challenged (CIS2); the other worried that she might do or say something that would make a minority student feel uncomfortable (CIS16). Sixteen of the students cited classroom management rather than diversity as their biggest concern.

Questions about student perceptions of the ideal school setting elicited various responses. Seven mentioned

a specific school by name, one they or their children had attended or where they had completed a field placement. In each case, the school was in a small, rural community with little racial, cultural, or linguistic diversity. Cheri said that after she had gained some experience, she might be interested in teaching in a more "challenging" school (CIS2). Four hoped to find jobs in racially diverse, urban settings. Amber had changed her mind about her desired school setting because of a field placement:

If you had asked me that [where I wanted to teach] before this semester, I would say in my hometown. We were mainly White. We were middle class. This semester I've had an experience at [school in Centerville's inner city] and I've loved it. I've told my parents if they offered me a job, I would take it in a heartbeat. It's probably 60% African American. The poverty level is pretty high. There are lots of special needs kids. I feel like that's where I belong, where I am really needed. (CIS17)

To augment the findings about student perceptions of faculty attitudes and behaviors toward diversity, the researcher mailed the SCAB survey to the 182 UCM students who fit the criteria of the study (completed most of their course work but not yet student taught); 101 surveys (55%) were returned. Three surveys were returned incomplete, and one was an obvious hoax. A total of 97 UCM student surveys were usable.

Students perceived faculty attitudes and behaviors toward race, gender, sexual orientation, and social class to be generally favorable. Mean scores for student perceptions of faculty attitudes toward diversity were consistently more favorable than mean scores for student perceptions of faculty behaviors toward diversity, although mean scores for the gender domain were quite close. Students perceived faculty attitudes and behaviors toward sexual orientation to be the least favorable of the four domains under examination.

Table 8 shows mean scores for student perceptions of faculty attitudes and behaviors toward diversity by domain.

Table 8

UCM Student Perceptions of Faculty Attitudes and Behaviors Toward Diversity Domains

			Sexual	Social
Construct	Race	Gender	orientation	class
Attitude	8.95	9.42	12.96	9.59
Behavior	10.25	9.63	13.79	10.55

NOTE. Four items on the survey measured faculty attitude, and four items measured faculty behavior toward each domain. The SCAB used a 7-point, Likert-type scale with 1 = most favorable and 7 = least favorable. Thus, the most favorable possible mean score was 4.0 (4 items X 1 point); the least favorable possible mean score was 28 (4 items X 7 points).

Student perceptions were that faculty attitudes were most favorable toward race/ethnicity. They perceived faculty attitudes toward gender and social class to be only slightly less favorable than toward race/ethnicity. For the sexual orientation domain, however, students perceived faculty to be considerably less favorable than toward the other three domains. Sexual orientation was scored nearly four points less favorably than race and nearly three and one-half points less favorably than the other two domains.

Students consistently perceived faculty attitudes and behaviors less favorably than the faculty did. The smallest difference in mean scores of faculty and students was in the area of faculty behavior toward gender, where the difference was less than one point. The largest difference in mean scores was in faculty attitude toward sexual orientation, where there was a difference of nearly 5.5 points. Faculty attitude and behavior toward sexual orientation was consistently the least favorable score in each set of SCAB data, indicating that homosexuality was still an issue with faculty and students.

Summary of Research Question 2

Student perceptions of faculty attitudes and behaviors toward the diversity domains were generally favorable, yet

a few students recounted incidents in which they believed faculty demonstrated prejudiced attitudes or behavior.

Race/ethnicity. Several students noted that their professors had arranged field placements in which the students had positively encountered racial/ethnic diversity. Only one student reported what she perceived to be racially biased behavior on the part of a teacher educator, and that particular professor was no longer on the UCM faculty. On the SCAB survey, students perceived faculty attitudes toward race/ethnicity to be the most favorable of the four domains; the students perceived race/ethnicity to be the domain toward which faculty behavior was the second most favorable.

Gender. Few students cited teacher educator attitudes or behavior related to gender in interviews when they assessed teacher educator attitudes and behaviors toward the diversity domains. On the SCAB survey, however, students indicated that they perceived faculty attitudes toward gender to be the second most favorable of the diversity domains and faculty behavior to be the most favorable toward this domain.

Sexual orientation. Some students perceived that this was a diversity domain that teacher educators might not have been comfortable discussing in their classes. Other

students, however, reported that gay and lesbian issues had been discussed in their education classes. On the SCAB survey, students perceived that faculty attitudes and behaviors related to sexual orientation were the least favorable of the four domains.

Social class. Student perceptions about social class were somewhat mixed. While some students felt that their professors had failed to place them for observations in lower socioeconomic schools, other students said that they had seen much socioeconomic diversity in the observations arranged by their professors. SCAB survey results showed that students perceived faculty attitudes toward social class to be slightly less favorable than faculty attitudes toward gender. The students perceived that faculty behaviors toward social class were slightly less favorable than faculty behaviors toward race/ethnicity. Only one student reported having witnessed faculty behavior that was interpreted as biased against social class.

Synthesis of RQ1 and RQ2

There was substantial evidence that teacher educators included all four domains in the diversity training for their courses. The domains included and the depth of coverage, however, varied widely from professor to professor.

Table 9 compares faculty and student perceptions at the University of the Central Midwest for the first two constructs by domain.

Table 9

Perceptions of Faculty Attitudes and Behaviors at UCM

Faculty		Student	
Domain	perceptions	Domain	perceptions
Race/ ethnicity	++	Race/ ethnicity	++
Gender	+	Gender	0
Sexual orientation	+	Sexual orientation	S
Social class	+	Social class	S

Note. ++ = strongly favorable, + = favorable, - = unfavorable, -- = strongly unfavorable, S = responses split, 0 = not addressed by respondents.

At UCM, the required multicultural course delivered significant diversity content to students; this content was supplemented by diversity content in other courses. Although there was considerable variation from professor to professor and course to course, a majority of required

teacher education courses at UCM included the study of some diversity domains, as indicated by syllabi, observation, and interview.

Most UCM education courses included some content related to *race/ethnicity*, according to both the teacher educators and students. The teacher educators acknowledged the racial/ethnic homogeneity of UCM students and emphasized the importance of diversity training for this reason. On the SCAB survey, teacher educator perceptions were that their attitudes and behaviors toward *race/ethnicity* were the most favorable of the domains.

Only one instance of perceived faculty racial bias was recounted by a student; this incident involved a teacher educator who was no longer at the university. On the SCAB survey, students perceived teacher educator attitudes to be more favorable toward *race/ethnicity* than toward the other domains, and faculty behaviors to be the second most favorable toward this domain.

A few courses at UCM included information about *gender* diversity, according to teacher educators. This assertion was confirmed by analysis of five course syllabi in which gender roles or gender diversity was included. Interviewed students, however, did not indicate that gender diversity

was included in their required education courses, even in those classes for which syllabi indicated its inclusion.

On the survey, teacher educators ranked gender as the second most favorable domain for both faculty attitudes and faculty behaviors. Students perceived gender to be the domain toward which faculty attitudes were most favorable and behaviors were second most favorable.

Inclusion of *sexual orientation* as a diversity domain in required teacher education courses was less clear-cut. Some teacher educators included this domain in their courses; others did not, according to the educators themselves. Only two syllabi included the sexual orientation domain. Students confirmed the inclusion of sexual orientation in some, but not all, courses. Some students believed that instructors who did not include sexual orientation in their courses omitted it because they were uncomfortable with the subject.

On the SCAB survey, faculty ranked sexual orientation as having the least favorable faculty attitude and the second least favorable faculty behavior. The students ranked it least favorable for both constructs.

Social class diversity was another domain included in most education courses at UCM, according to teacher educators, although this domain was included in only four

syllabi. There were some differences of opinion among faculty members about whether all teacher education students were placed in inner-city or Title I schools where they would encounter maximum economic diversity. On the SCAB, faculty ranked this domain second most unfavorable for attitude and most unfavorable for behaviors. Because more faculty completed surveys than interviews, it is possible that the discrepancy is a factor of the larger population of teacher educators believing that their colleagues were less favorable toward this diversity domain than were those who were interviewed.

One student reported an incident that she believed to show faculty bias against social class diversity. The larger number of UCM students who completed the SCAB survey perceived social class diversity to be the second least favorable domain for faculty attitudes and behaviors, as shown on the SCAB results.

Faculty behavior toward social class diversity was the only subscale score on the SCAB on which students perceived teacher educators to be more favorable than the educators perceived themselves. Student sub scores, otherwise, were consistently less favorable for both constructs across the four domains. In one instance (faculty attitude toward

sexual orientation), the student mean score was more than five points less favorable than faculty scores.

Research Question 3

For the third research question (Did university teacher education students and teacher education faculty at the University of the Central Midwest agree about the extent to which their institutions supported?), data were collected from two sources: interviews with teacher education faculty and students and the institutional support sub-scales from the two editions of the SCAB.

Department Chair Parks said that his department planned to begin working with area junior colleges in hopes of identifying and attracting larger numbers of minority students to teacher education (CIF8). Associate Dean Moore, who had taught at UCM for more than 30 years, said that he did not have a single minority student in class during his first five to seven years at the university, so he had seen some improvement in minority recruitment over the years. He emphasized, however, "The area of minority recruitment just has to be improved" (CIF4). The associate dean and the department chair perceived the university as supportive of diversity initiatives, but the associate dean believed the teacher education department needed to do more.

Teacher education faculty confirmed the lack of minority representation among UCM students. Professor Joe Detroy, who had no minority students in any of his current classes, characterized teacher education candidates as "95% White, middle class to working class, most of them Christian. They tend to be very conservative" (CIF6). Professor Stedman described the student body as "White, middle class, German Catholic" (CIF10). Professor Stevens, who frequently taught the multicultural class, described UCM students as "a lot of blondies" (CIF11). He also said that he believed the university's diversity initiatives were "rather superficial" (CIF11). Professor Brown summarized the demographics of his classes:

Oh, you know, every other year or so, I'll have a person who's a color other than White. Linguistic diversity? Not much. I've had a few Japanese students. I had a Romanian student. A couple from South America. Over the years, you know, we're talking about over the years. Other than that, very little obvious diversity. I don't have any data on sexual orientation as an issue. It doesn't come up. Obviously, there are going to be issues out there, but they don't get discussed much at all because we don't want to identify people in that area. The ratio of females to males is about three to one. It may be higher than that. (CIF1)

Professor Hayes described a university-wide initiative. She said that the admissions office was making an effort to recruit a more diverse student population and to help minority students assimilate. Her classes were

"typically all White and female" (CIF3). Another female professor, who refused a formal interview, said that the university was "merely paying lip service" to diversity initiatives. She offered no evidence to support her claim.

In recruiting minority faculty, Dean Pierce said an African American female instructor was hired four years earlier but left after three years. The department also had hired a Latino professor who "moved on" after three or four years. According to the dean, "We've done somewhat better at recruiting minority faculty, not quite so well at retaining minority faculty" (CIF7).

Department Chair Parks spoke of a very small pool of minority candidates for teaching positions. He emphasized his department was in the process of selecting a new professor to teach the multicultural classes. One finalist for the position was a member of a minority group. He blamed the community for the university's difficulty in retaining minority professors (CIF8). Associate Dean Moore corroborated the idea, stating that the lack of minority social structure was responsible for the flight of minorities from local business and industry as well as from the university. He also spoke about the recent loss of the African American professor:

[She left] to go to Seattle to work with Jim Banks. One the one hand, I hated to lose her, but she had family in the Seattle area. She's teaching a couple of classes and working with Jim Banks and the crew out there. It was a great opportunity. (CIF4)

The associate dean furthermore explained that often when UCM attempted to attract a good minority professorial candidate, the university lost out to schools like Dartmouth, Princeton, and Michigan State. He also alleged that when he was at professional meetings in other areas, university recruiters often targeted him, asking if he might be interested in moving to their institutions (CIF4).

UCM teacher education faculty expressed some concerns about the amount of diversity students were encountering during their field placements. Professor Brown explained:

We don't have a say in it [field placement], and we have not been very effective in making the case, I guess, that a different system would be more effective. IU [Indiana University] has a plan that seems to work reasonably well, where they've defined, I think, seven different characteristics of diversity that they're looking for, and then students are supposed to get through, I don't remember how many, but at least some number of them so that all of those field experiences are characterized in those terms. (CIF1)

The associate dean, whose job it was to oversee field placements, denied that there was a problem placing students in diverse school settings, citing a university policy that students have one or more field experiences in an inner-city school before they student taught. According

to Associate Dean Moore, most students would be assigned to student teach in two different settings beginning with the 2004-2005 academic year (CIF4).

Professor Oswald said that some students were "nervous and uncomfortable" when they were first placed in schools with a lot of diversity (CIF5). She described the field placement process as offering students an opportunity to see something they had not seen before. She explained that elementary education majors typically had more diverse field experiences than secondary education majors because they were required to enroll in more education classes that required field placements.

Professor Stevens said that in previous years he had used a university-owned van to transport students to an inner-city community center for field experiences, a practice that he called "exhausting and dangerous" (CIF11). At the time of the study, two of his courses were meeting off campus to provide more experiential learning. He was concerned that he might not draw sufficient enrollment for these classes to be offered in the future, because students had to provide their own transportation to the sites (CIF11).

For the most part, teacher education faculty affirmed that the university was supportive of diversity

initiatives, especially in attempts to recruit minority staff and students. Only Professor Stevens and the female professor who declined interview believed that institutional support was lacking. Professor Stevens feared his off-campus classes might be dropped from the university schedule because of insufficient enrollment. Although he did not state it overtly, he implied that he believed a lack of institutional support was partly responsible for the threat to his classes. The female professor did not provide any evidence of her assertion that the university diversity initiatives were superficial.

When students were queried about the degree to which the university supported diversity initiatives, most talked either about the words and actions of classmates or about the diversity content of their classes, presumably because they found it difficult to separate institutional support from what happened in their classes. One student summed up her experiences as "other than [the multicultural class], we haven't done a whole lot with diversity" (CIS2). Other students recounted the stories told by guest speakers on diversity in some of their education classes. Some spoke of the diversity experiences that faculty had shared with their classes. Cindy explained it this way:

I think most of my education classes touched upon diversity, especially when it comes to different learning styles. We've talked about multiple intelligences, different learning styles, kind of trying to reinforce to us that not all of our students are going to be from the perfect family situation. Not all of our students are going to be able to write easily or read easily. We may have to take different approaches depending on getting to know our class and where they're from, kind of adjusting our teaching styles to them. (CIS3)

Other students opined that perhaps the university did not fully support diversity. Tammy explained, "UCM doesn't really hit on the touchy subjects all that much, you know, like homosexuality" (CIS18). Paul suggested that if UCM truly supported diversity education initiatives, more field experiences would be scheduled in schools that had a higher degree of diversity (CIS4).

Students also answered questions about prejudice or discrimination on campus in terms of their experiences in classes. Martha, an older, non-traditional student said that often at the beginning of the semester, the younger students avoided sitting near her or talking to her. She saw this avoidance as a form of ageism (i.e., discrimination based upon her age). She said that some of her professors, conversely, sometimes afforded her more respect than they did the younger, traditional students, but she was uncomfortable when they singled her out. She said, "I'm here to learn like everyone else in that

classroom, and that's how I want to be treated. I want to be the same as other students - on a level playing field" (CIS15).

In response to questions about institutional support for diversity, some students gave accounts of observed prejudice involving other students. Maggie perceived social classism in the actions of her classmates when a guest speaker spoke in an education classes. The speaker was from a childcare center that provided emergency services to impoverished families. According to Maggie, most of her classmates had insisted that the answer to poverty was to require people to get jobs. She objected to their assertions:

Finally, I had to speak up. I said, "You try to be a mother with two children and no husband on the scene, just trying to provide food for those children." In that class, we hit a wall when it came to poverty. I would say that in that classroom of 30, you may have had two people who didn't feel that way. That hit me hard. (CIS11)

Paul told of a classmate's reaction to a student teacher who said that children in an inner-city school had hugged him frequently: "They'd better not put their grubby little hands on me" (CIS4). Ginger talked about her classmates, "There are certainly students from some of those little towns. Some of them were very comfortable saying the N-word, and I've never said the N-word in my

life" (CIS5). She also explained that she wanted to teach at one of the inner-city schools because "I don't want some of my classmates there" (CIS5). When told of scheduled observations at an inner-city middle school, Amber was appalled to hear a classmate say that she was worried that she might have her purse stolen while she was there (CIS17).

Cheri, who had attended a largely African-American middle school, spoke of observing voluntary segregation in the student gathering area on campus:

There's the same two or three tables. African Americans will sit all by themselves, and then on the other side, it's all White people. You walk in there, and the African Americans are banging on the table, singing songs, being loud, up dancing sometimes, and there's the White people on the other side saying things like "Oh, my god, are you listening to that? I can't even enjoy my lunch." Yeah, that's completely racism. I don't think it's seen as much as you would on a bigger campus, but it is there. (CIS7)

Homophobia on campus was also a concern with some students. Students recalled negative reactions and comments from classmates during classroom discussions of sexual orientation. Cindy was shocked when the professor did not reprimand a classmate who referred to homosexuals as "faggots." She said, "It was just the same as someone saying 'nigger.' Would she have allowed that?" (CIS3).

Julie described instances in her teacher education classes when other students had made disparaging remarks about gays and lesbians, often citing religious grounds. She said that while most students in the classes were open-minded, a few showed obvious "hateful" attitudes toward homosexuality and considered it a "lifestyle choice" instead of a genetic predisposition (CIS13).

Susan thought that the number of students on campus who were overtly prejudiced was relatively small. Lisa concurred, saying that she was surprised there was so little prejudice on campus: "I haven't seen any blatant 'isms'" (CIS8).

Students revealed in interview that their perceptions of institutional support were based largely on what they observed on campus rather than what they might have observed as campus policies.

The Survey of Cultural Attitudes and Behaviors (SCAB) also contained a subscale that measured perceptions of institutional support for diversity initiatives. Scores on the SCAB subscale for perceived institutional support for diversity initiatives showed that both faculty and students perceived institutional support for diversity to be less favorable than faculty attitudes and behaviors. Overall,

students perceived a higher degree of institutional support for diversity initiatives than did faculty.

Table 10 compares mean scores for faculty and student perceptions of institutional support for diversity education by domain.

Table 10

UCM Teacher Education Faculty and Student Perceptions of Institutional Support for Diversity Education

Group	Race	Gender	Sexual	Social
			orientation	class
Faculty	11.6	13.5	16.4	12.1
Students	10.3	10.6	13.9	11.6

NOTE. Four items on each version of the survey measured perceived institutional support for each domain. The SCAB used a 7-point, Likert-type scale with 1 = most favorable and 7 = least favorable. Thus, the most favorable possible mean score was 4.0 (4 items X 1 point); the least favorable possible mean score was 28 (4 items X 7 points)

The largest differences between mean scores of faculty and students were in two areas: perceived institutional support for differences in gender and sexual orientation. For the sexual orientation domain, there was a 2.5-point difference in mean scores, with the faculty mean score less favorable than the student mean score. For gender, the

difference was 2.9 points; again, the faculty mean score was less favorable, indicating that faculty had a less positive perception of institutional support for diversity than students did.

For the other two domains (race and social class), the differences between faculty and student mean scores was smaller. Mean differences for race was 1.3 points and for social class was 0.5 points, with faculty once again demonstrating less favorable perceptions.

Although most students perceived that teacher educator attitudes and behaviors toward diversity were positive, a few reported instances of faculty prejudice. Many of the students also believed that their diversity education was largely theoretical; these students wanted a more practical approach to diversity training. Most students perceived that teacher educators regarded racial/ethnic diversity as favorable. Few students cited gender diversity as a domain discussed by teacher educators. Student perceptions of teacher educator attitudes and behaviors toward sexual orientation were mixed, with some reporting the inclusion of this diversity domain in course content and others reporting that they perceived that teacher educators avoided the topic. Most students perceived that faculty

attitudes and behaviors toward social class diversity were favorable.

Summary of Research Question 3

UCM teacher educators spoke only of race/ethnicity when they talked about institutional support for diversity. None addressed the domains of gender, sexual orientation, or social class, and how those domains were supported by university policies. Even when the researcher probed, faculty did not talk about institutional support for domains other than race/ethnicity.

Students were unable to separate institutional support from course content or attitudes and behaviors of faculty and students, even when the researcher probed their responses. Students, nevertheless, disagreed over the amount of institutional support for diversity, with two students believing support was insufficient. Several students commented that there was little, if any, prejudice on campus; they believed that if there was prejudice, it was demonstrated by students rather than by faculty.

Table 11 compares faculty and student perceptions of institutional support for diversity at UCM.

Table 11

*RQ3: Perceived Institutional Support for Diversity Education
at UCM*

Faculty		Student	
<u>Domain</u>	<u>perceptions</u>	<u>Domain</u>	<u>perceptions</u>
Race/ethnicity	+	Race/ethnicity	+
Gender	0	Gender	0
Sexual		Sexual	
orientation	0	orientation	0
Social class	0	Social class	0

Note. ++ = strongly favorable, + = favorable, - = unfavorable, -- = strongly unfavorable, 0 = not addressed by respondents.

Race/ethnicity. For race/ethnicity, both faculty and students were split in their assessment of institutional support. Some members of each group believed that the university was making strides toward creating a more diverse population on campus. Other members of each group believed that the university was not doing enough to promote racial/ethnic diversity on campus. On the SCAB survey, however, both faculty and student mean scores for

institutional support of race/ethnicity were the most favorable of the four domains. Students perceived institutional support to be slightly more favorable (1.3 points) than faculty did.

Some faculty reported that UCM was making serious efforts to attract and retain minority staff and students and to place teacher education students in schools with diversity for field experiences. Other faculty disagreed about the proportion of field placements that were in diverse schools. Some faculty believed that the lack of diversity on campus was directly related to the culture of Centerville itself and the city's lack of a minority social structure.

Students assessed institutional support for race/ethnicity in terms of prejudiced behavior on the part of students or faculty. They reported few instances of discrimination based on race/ethnicity.

Gender. Faculty and students failed to discuss the gender domain when they spoke of institutional support for diversity initiatives. On the SCAB survey, however, student mean score for this domain was the second most favorable, only 0.3 points behind race/ethnicity. The faculty perceived institutional support for gender less

favorably, ranking it third of the four domains, nearly two points less favorably than race/ethnicity.

Sexual orientation. Faculty did not address sexual orientation as a domain when they spoke of institutional support for diversity, but students did. During interviews, several of the students recounted instances in class when they thought classmates and/or professors showed a lack of respect for this diversity domain. Some students also stated that they perceived the subject of sexual orientation to be too sensitive for their professors to discuss in class, primarily because such issues were difficult to separate from religious teachings.

On the SCAB survey, both faculty and student mean scores revealed that they perceived this to be the diversity domain least supported by the university. Faculty mean score for perceived institutional support for sexual orientation was nearly 5 points less favorable than the mean score for faculty perception of support for race/ethnicity. The faculty mean score for this diversity domain was the least favorable of any subtest on the SCAB. The student mean score showed their perceptions of institutional support for sexual orientation to be 3.6 points less favorable than for race/ethnicity.

Social class. Faculty also failed to mention the social class domain in regard to university support for diversity initiatives. Students, on the other hand, recounted negative comments and reactions when social class was a discussion topic in classes. SCAB survey results for the social class domain showed that faculty saw institutional support for the domain to be the second most favorable, only 0.5 point behind race/ethnicity. Students perceived institutional support for social class to be less favorable than for race/ethnicity or gender but more favorable than for sexual orientation.

Major Case Findings and Case Summary

There were six major findings in the UCM case: (a) the inclusion of the four diversity domains varied by teacher educator, with most including at least one domain in their courses and few including all four; (b) students perceived faculty attitudes and behaviors to be generally favorable toward race/ethnicity and social class; (c) student perceptions of faculty attitudes and behaviors toward sexual orientation were mixed; (d) students perceived a lack of practicality in their diversity training; (e) faculty and students did not define institutional support in the same manner, with faculty considering university policies to attract more minorities

to the university as evidence of support and students perceiving institutional support to be defined in terms of the presence or absence of prejudice on campus; (f) only race/ethnicity was supported at the institutional level.

At UCM, the required multicultural course delivered significant diversity content to students; this content was supplemented by diversity content in other courses. Although there was considerable variation from professor to professor and course to course, a majority of required teacher education courses at UCM included the study of some diversity domains, as indicated by syllabi, observation, and interview. Aside from the required multicultural education course, there appeared to have been no departmental effort to coordinate the diversity content presented or even to ensure that some aspects of diversity were included in specific courses.

Most students perceived that faculty attitudes and behaviors toward diversity in general were quite positive, although, in general, most students spoke only of race/ethnicity and social class. There was some indication from students that they perceived a reluctance on the part of some teacher educators to incorporate sensitive diversity material, such as sexual orientation, into courses. The fact that one of the educators described such

content as "volatile" would seem to substantiate the students' claim.

Some students claimed that their diversity training had failed to give them practical knowledge that could be utilized in their teaching. The students reported that they had been made aware of numerous aspects of diversity without studying implications that might affect student interaction or achievement.

Both teacher educators and students acknowledged the lack of minority representation in the student body and among the professoriate. Faculty saw the lack of racial/ethnic diversity as the consequence of qualified candidates (both student and faculty) seeking opportunities at more prestigious institutions. Students perceived the dearth of minorities on campus to be the result of minority candidate reluctance to locate where there was already little minority representation.

The UCM Teacher Education faculty perceived that the lack of prior diversity experiences on the part of students was a major obstacle to be overcome in preparing the future teachers for classroom success. Faculty reported that many teacher education students came to the university having had little or no prior contact with individuals who were in any way different from themselves. This lack of prior

diversity experiences was partially corroborated by student interviews and the observation of required education classes. The teacher educators also regarded the student population as more conservative than faculty were.

Paradoxically, most teacher education students believed that their professors were more conservative than students were.

At UCM, the required multicultural course delivered significant diversity content to students; this content was supplemented by diversity content in other courses.

Although there was considerable variation from professor to professor and course to course, a majority of required teacher education courses at UCM included the study of some diversity domains, as indicated by syllabi, observation, and interview.

CHAPTER V

SUMMARY AND CONCLUSIONS

This chapter has five sections: research problem and study purpose, major findings, cross-case analysis and discussion, implications of major findings, and recommendations for further research. The first section reviews the research problem and the purpose of the study. The second presents findings that emerged across the two cases. The third section compares and discusses the two cases and links the findings to those of other researchers in the field. The fourth section discusses the implications of the major findings. The fifth section includes recommendations for further research into remedies for narrowing the achievement gap.

Research Problem and Study Purpose

The policy environment of No Child Left Behind (NCLB) demands that schools be accountable for the adequate yearly progress (AYP) of all disaggregated groups of students, as measured by state-established achievement tests. Yet, some demographic groups of students (especially African

American, Latino, Native Americans, and those whose first language is not English) historically have been disproportionately represented among the ranks of students who have failed such tests. With the projections for increased proportions of racial/ethnic minorities in the schools, improving the achievement of low-scoring students has become increasingly important to educators, and this demographic phenomenon also will play itself out in Indiana. Given this research problem, educators, researchers, and policy makers should examine all possible remedies. Because there is some evidence (Banks, 1995; Nieto, 2003) that diversity training for teachers can increase the success rates of students placed at risk (SPARs) for low achievement, examining diversity training in university teacher education programs was an appropriate venue for addressing the problem of low achieving groups of students.

The purpose of this study was to assess the efficacy of two university teacher education programs in preparing future teachers to help all students achieve in increasingly diverse classrooms. The study examined perceptions of teacher educators and teacher education students about teacher preparation about diversity training at their respective universities.

Three research questions drawn from the review of literature guided this study:

1. To what extent did university teacher educators exhibit classroom attitudes and behaviors consistent with practicing diversity education?
2. To what extent did teacher education majors perceive that teacher education faculty exhibited attitudes and behaviors consistent with practicing diversity education?
3. Did university teacher education students and teacher education faculty agree about the extent to which their institutions supported diversity?

The research questions were examined along the four domains that have been most frequently explored by researchers in the field of diversity education: race/ethnicity, gender, sexual orientation, and social class.

Major Study Findings

In Chapter IV, the researcher detailed the findings for each case for each research question by domain. Several major findings also emerged across the research questions for the two cases:

1. The findings were mixed for the first research question. Race/ethnicity was the domain most frequently included in required teacher education

courses at both institutions, but it was included in only 38% of the MU required courses and 35% of the UCM courses. Some teacher educators also included social class (27% at MU, 22% at UCM) and gender (17% at both universities). Sexual orientation was seldom included at UCM and was excluded at MU, but the reasons for its exclusion were unclear.

2. For the second question, students agreed with faculty that the study of race/ethnicity was often included in required teacher education courses and that sexual orientation was usually excluded. Students were less positive about the inclusion of gender and social class than were faculty, and some recounted instances of perceived gender and social class bias among faculty.
3. Teacher educators and teacher education students also had different perceptions about the relevance of diversity content in required teacher education courses. Teacher educators perceived that students had little experience with diversity and believed they were including relevant diversity training in required teacher

education courses. Students often perceived this content to be lacking in substance and practicality.

4. For the third question, both teacher education faculty and students agreed that there was little institutional support for diversity except in the race/ethnicity domain.
5. Teacher educators and teacher education students did not define institutional support for diversity in the same way. Teacher educators perceived institutional support for diversity in efforts to increase the numbers of racial/ethnic minority students and staff. Students perceived institutional support for diversity in terms of the presence or absence of prejudice and discrimination on campus.
6. These teacher education programs found it difficult to secure sufficient student field placements in schools where there was noticeable diversity. Some of the educators claimed that the dearth of appropriate field placement sites hobbled their efforts at diversity training. Some stated openly that when diversity became a

problem in the field site schools, they would address it.

Cross-Case Analysis and Discussion

In this section, a cross-case analysis of the study is presented by research question, and the researcher links findings to those of other researchers in the field.

Research Question 1

There was strong evidence from document mining and interview that teacher educators at both institutions included race/ethnicity in their required courses. There was evidence that some educators included social class in some classes. There was less evidence that the other domains were included.

Table 12 compares findings at the two universities by domain for RQ1. A diagonal line separates findings at the universities, with data from Midstates University at the top left of each cell and data from the University of the Central Midwest at the bottom right for each domain. The researcher chose not to reconfigure the order of domains according to the strength of the findings to keep the same format that was used throughout the dissertation.

Table 12

Matrix Comparing RQ1 Findings at the Two Universities by Domain

		Sexual	
		orientation	
Race/ethnicity	Gender	Social class	
MU ++ UCM ++	MU + UCM+	MU -- UCM +	MU + UCM +

Note. ++ = frequently included in required courses, + = sometimes included in required courses, - = seldom included in required courses, -- = never included in required courses.

While race/ethnicity was included frequently in required education courses at both universities, at MU, the social class domain appears to have been included in 5 of the 18 required courses. Only three MU courses provided goals related to gender diversity. No MU course broached the subject of sexual orientation.

In contrast, at UCM all four diversity domains were included in teacher education courses, although their inclusion varied by teacher educator, with most including at least one domain and a few including all four. Although race/ethnicity was the most frequently included diversity domain, there was some evidence that social class, gender, and sexual orientation were also included in their courses

by some teacher educators. Only two professors excluded diversity content from their courses on the grounds that students received enough instruction in diversity in the required multicultural course.

On the SCAB survey, instructors at both institutions perceived that their attitudes and behaviors toward diversity were quite positive overall, as evidenced by low mean scores. Table 13 compares mean scores for the two groups of educators.

Table 13

Comparison of Mean Scores for Teacher Educators

Domain	<u>Perceived Attitudes</u>		<u>Perceived Behaviors</u>	
	MU	UCM	MU	UCM
Race/ethnicity	7.00	6.07	6.75	7.71
Gender	5.75	6.64	6.00	8.79
Sexual Orientation	8.75	7.57	10.50	9.00
Social Class	6.75	7.42	11.25	11.93

NOTE. Four items on each version of the survey measured perceived institutional support for each domain. The SCAB used a 7-point, Likert-type scale with 1 = *most favorable* and 7 = *least favorable*. Thus, the most favorable possible mean score was 4.0 (4 items X 1 point); the least favorable possible mean score was 28 (4 items X 7 points).

There were some differences in mean scores for attitudes and behaviors across the four diversity domains for the teacher educators at the two universities, but most

of the differences in mean scores were small (from 0.50 to 2.79 points). Four items on the survey measured perceived faculty attitude toward each domain, four items measured perceived faculty behavior toward each domain, and four items measured perceived institutional support for each domain. The SCAB used a 7-point, Likert-type scale with 1 = *most favorable* and 7 = *least favorable*. Thus, the most favorable possible mean score was 4.0 (4 items X 1 point); the least favorable possible mean score was 28 (4 items X 7 points). A difference of 4 points between mean scores would indicate a shift from one response category to the next (i.e., from "agree" to "partially agree.")

Although there was no consistent pattern, it should be noted that in the sexual orientation domain, scores for UCM teacher educators were more favorable than those of MU faculty in both attitudes and behaviors. Neither difference was large (1.18 points for perceived attitudes and 1.50 points for perceived behaviors), but the differences in teacher educator perceptions at the two universities might account for the omission of diversity training for sexual orientation at MU and its inclusion at UCM. Because sample sizes were small, any statistical significance of the differences was negligible.

MU teacher educators perceived their attitudes and behaviors to be slightly more favorable toward social class than did UCM educators. At both universities, furthermore, teacher educator mean scores for the behavior construct were least favorable toward the sexual orientation and social class domains. At UCM, the difference in teacher educator behavior was 1.29 points less favorable toward sexual orientation and 4.22 points less favorable toward social class diversity than behaviors toward the most favorable score. At MU, the differences were larger: 4.5 points for behavior toward sexual orientation and 5.25 points for behavior toward social class compared to the most favorable behavior sub score.

This study's overall findings were consistent with those of other researchers (Miller, Miller & Schroth, 1997; Huerta, 1999; Paccione, 2000) in that race/ethnicity and social class were the two diversity domains most frequently included in coursework by teacher educators. Other researchers (e.g., Miller et al., 1997; Huerta, 2000) found that teacher educators were reluctant to include issues of sexual orientation diversity in their required education courses.

Research Question 2

Overall, MU students were more positive about teacher educator attitudes and behaviors toward diversity in interview than they were on the survey. The inverse was true at UCM, with students assessing faculty attitudes and behaviors more favorably on the SCAB than they did in interview.

Table 14 displays the findings for RQ2 at the two universities.

Table 14

Matrix Comparing RQ2 Findings at the Two Universities by Domain

Race/ethnicity	Gender	Sexual orientation	Social class
MU ++ UCM ++	MU - UCM -	MU -- UCM +	MU + UCM +

Note. ++ = frequently included in required courses, + = sometimes included in required courses, - = seldom included in required courses, -- = never included in required courses.

Students at the two institutions agreed that they had received some diversity training in required teacher education courses, but they gave varying accounts of the types of diversity included. MU students indicated that race/ethnicity and social class diversity were the only domains covered in their classes, while UCM students

reported that all four domains were included in their courses.

MU students recounted some instances of gender bias but recalled no such instances involving the other domains. UCM students noted some examples of perceived faculty bias toward race/ethnicity and social class but none involving gender or sexual orientation. Most interviewed MU students assessed their teacher education professors quite positively in interview, but some students asserted that their diversity training lacked "substance."

Table 15 compares SCAB survey results for RQ2 at the two universities.

Table 15

Comparison of Mean Scores for Teacher Education Students

<u>Domain</u>	<u>Perceived Attitudes</u>		<u>Perceived Behaviors</u>	
	MU	UCM	MU	UCM
Race/ethnicity	9.34	8.95	10.46	10.25
Gender	10.46	9.42	9.46	9.63
Sexual Orientation	14.58	12.96	15.92	13.79
Social Class	10.88	9.59	10.19	10.55

NOTE. Four items on each version of the survey measured perceived institutional support for each domain. The SCAB used a 7-point, Likert-type scale with 1 = *most favorable* and 7 = *least favorable*. Thus, the most favorable possible mean score was 4.0 (4 items X 1 point); the least favorable possible mean score was 28 (4 items X 7 points).

Some UCM students, like their counterparts at MU, perceived a lack of practicality in their diversity training. Although education students at UCM did not speak as warmly about their professors, in general, as students did at MU, they noted fewer instances of perceived faculty bias. UCM students perceived faculty attitudes and behaviors to be generally favorable toward race/ethnicity and gender; student perceptions of faculty attitudes and behaviors toward sexual orientation and social class were mixed.

On seven of the eight measures on the SCAB, UCM students assessed teacher educator attitudes and behaviors as more favorable than did MU students. In three of these areas, the differences were quite small. The largest differences were in perceived faculty behavior toward sexual orientation (2.13 points), perceived faculty attitude toward sexual orientation (1.62 points), and perceived faculty attitude toward social class (1.29 points).

The sole exception to UCM students' more favorable assessments was in the gender diversity domain, where MU students gave a slightly more favorable evaluation of faculty behavior toward gender diversity. It is, however,

ironic that MU students reported the more favorable perception of faculty behaviors for this domain, since in interview several of them cited specific instances of perceived faculty bias toward this domain. Another interesting similarity between students at the two universities was that on the SCAB, both groups of students rated faculty behaviors toward social class more favorably than the teacher educators rated themselves.

Other researchers (Proctor et al., 1997; Nelson, 1998; Milner et al., 2003) found nonconfrontational approaches, like the ones used by MU and UCM educators, to result in positive student appraisals of faculty attitudes and behaviors. The assertion by students at both institutions that their diversity training had been lacking in substance and practicality, furthermore, is similar to the findings of other researchers (Grant, 1981; Grant & Koskela, 1986; Pettus & Allain, 1999; Ambrosio et al, 2001; Capella-Santana, 2003). All of these researchers agreed that students often perceived diversity training as fragmented and piecemeal.

Research Question 3

The final area of comparison was the level of perceived institutional support for diversity at the two universities. Findings at the two universities were most

similar in this final research question. Although there were some dissenters, most teacher educators and students at both institutions agreed that racial/ethnic diversity was supported at the institutional level. At MU, the only two minority group members (one professor and one student) saw some evidence of racial bias on campus; at UCM, the associate dean suggested that the university needed to do "more" to support racial/ethnic diversity.

Table 16 compares the findings for RQ3 at the two universities by domain.

Table 16

Matrix Comparing RQ3 Findings at the Two Universities by Domain

Race/ethnicity	Gender	Sexual orientation	Social class
MU + UCM +	MU 0 UCM 0	MU 0 UCM 0	MU + UCM S

Note. ++ = strongly supported, + = supported, 0 = unsupported, S = responses split.

At MU, students and teacher educators agreed that there was also some institutional support for social class, but UCM faculty and students were split in their opinions of support for social class diversity. Teacher educators and students at both institutions perceived that there was

little institutional support for gender and sexual orientation diversity.

Faculty and students, moreover, did not define institutional support in the same manner. Faculty considered university policies to attract more minorities to the university to be evidence of institutional support; students perceived institutional support in terms of the presence or absence of prejudice on campus.

Table 17 compares mean SCAB subscale scores for perceived institutional support for diversity at the two universities.

Table 17

Comparison of Mean Scores for Perceived Institutional Support

Domain	Faculty Perceptions		Student Perceptions	
	MU	UCM	MU	UCM
Race/ethnicity	9.50	11.60	9.85	10.30
Gender	9.50	13.50	10.54	10.60
Sexual Orientation	11.75	16.40	14.69	13.90
Social Class	10.00	12.10	11.62	11.60

NOTE. Four items on each version of the survey measured perceived institutional support for each domain. The SCAB used a 7-point, Likert-type scale with 1 = *most favorable* and 7 = *least favorable*. Thus, the most favorable possible mean score was 4.0 (4 items X 1 point); the least favorable possible mean score was 28 (4 items X 7 points).

Teacher education students at the two universities perceived the level of institutional support for gender

diversity and social class very similarly. Except for the social class domain, MU students reported institutional support as more favorable toward diversity than did UCM students. In sum, students at the two institutions had similar perceptions on the levels of institutional support for diversity.

Teacher educators at the two institutions were less in agreement than were the students, with differences ranging from 2.1 points (race/ethnicity and social class) to 4.0 points (gender). Without exception, the MU teacher educators perceived that there was more institutional support for diversity than did the UCM educators. Teacher educators at MU perceived a higher degree of institutional support for all four diversity domains than students did; the inverse was true at UCM with students perceiving a greater degree of institutional support for the four diversity domains than faculty did.

The chair of the teacher education department at UCM voiced concern for the increasingly impersonal nature of the relationship between the university and its students because of the extensive use of technology. This trend toward a lack of human involvement may have been reflected in the responses of both teacher educators and teacher education students at UCM, although students appeared to

have been less affected than faculty were as indicated by the more favorable student perceptions of institutional support for diversity.

Other researchers (Nelson, 1998; Greenholtz, 2000; Keim et al, 2001; Jones, 2001) also found that students in teacher education courses perceived diversity course work and diverse field placements to be indicators of institutional support for diversity.

Implications of Major Findings

On the surface, it appeared that both universities in the study were making serious efforts to provide diversity training for their teacher education students. Each had included diversity in its mission statement and had incorporated diversity topics into required teacher education courses, either through infusion or through a specific course. On closer analysis, however, the verisimilitude of diversity training might be superficial and might be only a conscience-soothing "ceremony" (Meyer & Rowan, as cited in Shafritz, Ott, & Jang, 2005). Such a ceremony might placate the public and confound critics of educational practices that have failed to reduce the achievement gap among students of diverse races/ethnicities, genders, sexual orientations, and social classes.

The achievement gap might be more a product of social structure than of deficiencies in teacher training. According to Ogbu (1992), students who historically have been assimilated into the mainstream culture involuntarily through slavery or conquest and students who are binationals or migrants (seasonal or permanent) rather than immigrants are less likely to perform satisfactorily on standardized measures of achievement. For this reason, children of immigrants seeking a better life in this country (those whom Ogbu and Simons call "voluntary minorities") tend to be more successful in school than are other minority children because they perceive educational difficulties to be only temporary and their life prospects to be better than they would have been in their countries of origin (Ogbu & Simons, 1994).

Many African American and Hispanic youngsters ("involuntary minorities," according to Ogbu and Simons), on the other hand, have little with which to compare their plight and perceive academic difficulties to be ongoing in nature and their own success prospects dim (Ogbu & Simons, 1994). Such children often come from families not sharing the values and practices advocated in the public school classroom and lacking the abilities or the resources to support academic pursuits. Many African American, Latino,

and Native American youngsters, as a result, are far more likely to perpetuate the cycle of poverty and academic failure because they enter school at a lower level of readiness than White, middle-class youngsters and lag farther behind the longer they remain in school (Portes, 2005).

Because numerous factors -- many of which exist outside the school setting -- may contribute to the lack of success among minority children, diversity training for teachers may be only a "band-aid" approach to a problem much larger than the achievement gap. Myrdal (1944/1964) asserted that Americans are hesitant to deal with race because it is difficult to reconcile slavery with a history that focuses on freedom and equality. Portes (2005) purports that the current trend for teacher training courses to promote cultural sensitivity and responsiveness through multicultural education have little impact on the achievement of SPARs because there is no real expectation that the learned sympathy and encouragement will lead to improved outcomes or a closing of the achievement gap. According to this line of thinking, the achievement gap might be impervious to university teacher training for diversity.

If teacher educators abridge the definition of diversity to include only race/ethnicity, it might be because these are easy diversities to identify and because certain racial/ethnic groups have historically been less successful in academic achievement. The implication, therefore, is that there is something inherently deficient or "wrong" in the cultures of these groups that renders members incapable of academic success. Portes (1996) described this phenomenon as adhering to the deficit model of diversity education. Miller et al. (1997) called it "blaming the victim."

Because the vast majority of teacher education candidates are White, there may be an element of exoticism in studying other cultures and a strong tendency to compare them to the "norm" and perceive cultural differences as shortcomings. Because the vast majority of teacher education candidates are also from the middle class, a similar phenomenon might be expected of the study of children in poverty.

The concentration on racial/ethnic differences and poverty helps to explain the differences in perceived diversity content among students and faculty. Although students are told (or read in their textbooks) that diversity includes gender and sexual orientation, they

perceive that these topics are seldom included in course content because race and poverty are much more obvious problems. If the diversity content of their classes includes only the comparative aspects of majority and minority cultures, students, understandably, perceive little relevance. The practice of having students report on marginalized groups, for example, would seem to have few practical applications. It is noteworthy that one interviewed student described diversity training in teacher education as "sensitivity training." This observation is in line with the contention of Portes (2005) that much of diversity training is designed to foster only sympathy and encouragement rather than providing teachers with anything useful. In short, awareness of cultural differences does not provide curriculum or methodology that teacher education students can use in the classroom to help marginalized students perform better on standardized measures of achievement.

The perceptions among teacher educators of institutional support for diversity are indicative of the diversity definitions of teacher educators at the two institutions. Teacher educators who see diversity only in terms of race and ethnicity may logically draw their perceptions of institutional support for diversity from the

university's recruitment policies and practices as they relate to increasing the numbers of minority students and educators on campus. The perception of limited institutional support for diversity initiatives, furthermore, implies that the universities are only going through the motions of support without any genuine commitment to change. It may be that the most salient observation about institutional support came from a UCM professor, declining an interview, who asserted that the university was "only paying lip service" to diversity training.

At both institutions, administrators acknowledged that minority professors probably would probably remain only for a few years before relocating to institutions that are more prestigious. Willingness to accept that the university would be able to attract minority professors only for a short time makes a strong statement about the universities' diversity efforts. Although UCM Associate Dean Moore tended to blame the lack of "local social structure support" (CIF4) for the rapid flight of minority professors, minority professors might seek relocation to institutions that were more willing to tackle the larger problems of academic and social inequality.

Although students were well aware of the scarcity of racially/ethnically diverse professors and students, their definitions of institutional support resulted from their perceptions about prejudice and discrimination on campus. Some students were able to recall and retell of specific instances in which they had been aware of gender, racial/ethnic, social class, and sexual orientation prejudice on campus, either on the part of professors or of other students. Their underlying assumption was that if the institution truly supported diversity, there would be less (overt) prejudice on campus.

It is possible that these student interpretations of institutional support are more accurate indicators of the campus climate than are mission statements and university policies that purport to confront discrimination and value social justice and equal opportunity. Preparing future teachers for classroom diversity should, however, include issues of social structure. If this were the case, interviewed students would likely have seen institutional support for diversity in this larger context.

The elimination of discussion about sexual orientation in most teacher education classes most likely reflects community standards in Centerville, a city that tends to be very conservative. Shortly after this study was completed,

the Indiana legislature passed a bill to ban homosexual marriages in the state, and the Centerville newspaper was inundated with letters to the editor supporting this legislative action. Because Centerville is predominantly Christian, with many fundamentalist churches in the area preaching that homosexuality constitutes a poor moral choice and is a "sin" against nature, the two universities may merely be reflecting local mores when they exclude consideration of sexual orientation as a diversity domain. Of the teacher educators who did report including this diversity domain, one was a recent hire who came from a more cosmopolitan region and the other was openly homosexual.

Finally, perhaps the most troublesome and enlightening finding was that both universities claimed that a lack of appropriate field-placement sites prevented them from doing "more" to prepare the future teachers for classroom diversity. The contention by both universities that teacher education programs were hampered by a lack of diversity in the local schools may be a symptom of systemic problem in teacher education.

The implication was strong that diversity may not be a prominent curriculum piece of teacher education in this area of Indiana, but when teacher educators and others

perceive that the achievement gap is a genuine problem, however, this perception may change. This attitude appears to reflect the socially engrained attitude that some students are destined to fail in school and, while it is unfortunate for the children who fail, it is the natural order of things. It appears that until the number of such students becomes so large as to constitute a social and economic emergency, teacher education will not actively seek solutions to the real problem of the achievement gap. The willingness to wait for the problem to escalate implies that diversity training may be practiced only to demonstrate to the public that teacher education programs are doing something, but there is no real expectation that the training will work.

Recommendations

Given that the efficacy of diversity training in teacher education seems to be superficial, teacher educators, researchers, and policy makers might want to explore other ways of closing the achievement gap.

Teacher Educators

According to Liston and Zeichner (1990), the tendency of teacher education programs to reinforce stereotypes and prejudices often can be offset when education students participate in action research with the goal of improving

"the rationality and justice of their own social practices" (p. 245). Requiring teacher education candidates to complete "action research" projects might be an effective adjunct to the reflective teaching model used by the two universities in this study. According to Liston and Zeichner, "If teacher educators are to enable future teachers to act wisely and ruminate over what constitutes good reasons for their educational actions, then reflection over and inspection of personal beliefs, passions, values, images, and prejudices should occur" (p. 240).

Portes (2005) asserts that "few educators graduate and enter the field understanding the significance of a primary prevention focus in educational policy and practices" (p. 15). To remedy this problem, these researchers suggest that future teachers need more than multicultural education; they need greater understanding of the interrelationships of class, power, and history in the creation of educational inequities.

[H]ooks (1994) advocates what she terms *engaged pedagogy*. According to Hooks, encouraging future teachers to examine their own beliefs and to question authority and tradition can transform the attitudes of future teachers who have grown up in a predominantly White environment. Engaged pedagogy might allow individuals with limited

diversity experience, such as the teacher education students at the two universities in this study, to confront their own prejudices and transform their practice.

Researchers

Many of the studies about the relationship of teacher diversity training to the school achievement of SPARs have found little hard evidence. There have been few experimental or correlation-design studies in this area. Others have been qualitative studies lacking robust findings. Because of social structure, it may be that teacher education can never effectively address the achievement gap. For these reasons, there is a need for further research into the possible value of teacher diversity training.

Little definitive evidence currently exists that diversity training for teachers has any impact on student achievement. Although many theorists and researchers assume that there is a link, they do so with little proof, empirical or otherwise. There is need for research into the implications of teacher diversity training for eradicating the achievement gap. If such a link could be found, the data would prove invaluable to teacher preparation programs and continuing education courses for teachers already in the field. If, indeed, no such link

can be found, it should sound an alarm for all stakeholders to look for better remedies for closing the achievement gap among students.

A second area for study is teacher education specifically targeting the sexual orientation domain. Because homosexuality is still a very sensitive issue in this region of Indiana, and perhaps other parts of the Midwest, there is a need to prepare teachers for issues they may confront in their classrooms concerning sexual orientation. The national furor over a potential legal definition of marriage through a Constitutional amendment and the growing trend among the individual states to pass legislation to prohibit homosexual unions show that sexual orientation is an issue that is unlikely to go away.

Finally, there is need for research into the implications of sexual orientation on classroom achievement and school adjustment. For teachers to facilitate the social and academic success of students who define themselves as homosexual, there is a need for studies of the role of sexual orientation in school performance.

Policy Makers

To close the achievement gap, policy makers need to examine current school practices, eliminate those that contribute to widening the gap, and mandate those that

narrow it. The persistence of ability grouping, for example, further disadvantages poor and minority students, who are most likely to be placed in lower academic tracks where classes seldom offer stimulation or require critical thinking. Often students in these classes are taught by the least experienced teachers, which may compound the achievement problem. On the other hand, reducing class sizes appears to have a positive effect on the achievement of students who are placed at risk for academic failure (Portes, 1996).

Standardized testing lies at the heart of the achievement gap, and Portes (2005) questions raising academic standards when there are already children who cannot meet current standards. He asserts that children who are least advantaged need continuous support and a reallocation of educational and social resources that could enable them to perform at a level comparable to that of their advantaged peers. To close the achievement gap for good may require a fundamental change in the social structure and that, in turn, might require a significant shift in the political will of the American people (Edmonds, 1979). Improved teacher preparation and sweeping changes in schools may not be enough to ensure the success of all children. Regardless of what steps it takes,

teacher education may never be able to eradicate an achievement gap created by forces that lie outside the classroom.

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Appendix A

Matrix of Diversity Concerns of Researchers

Domain	Number of Studies	Researchers
Ethnicity/Race	21	Proctor et al. (1977), Grant (1981), Grant & Koskela (1986), Rios (1993), Miller et al. (1997), Banks (1998), Cochran-Smith et al. (1999), Dorrington and Ramirez-Smith (1999), Huerta (1999), Greenholtz (2000), Valenzuela (2000), Gaine (2001), Jacob (2001), Kai et al. (2001), Keim et al. (2001), Otoy-Knapp (2001), Troutman & Jones (2001), Harmon (2002), Kea et al. (2002) Middleton (2002), Capella-Santana (2003)
Socioeconomic Status	6	Miller et al. (1997), Cochran-Smith et al. (1999), Huerta (1999), Clark et al. (2000), Jacob (2000), Middleton (2002)
Gender	6	Grant & Koskela (1986), Miller et al. (1997), Clark et al. (2000), Jacob (2001), Otoy-Knapp (2001), Middleton (2002)
Sexual Orientation	5	Miller et al. (1997), Cochran-Smith et al. (1999), Huerta (1999), Otoy-Knapp (2001), Middleton (2002)
Language Proficiency	4	Dorrington & Ramirez-Smith (1999), Clark et al. (2000), Valenzuela (2000), Verplaetse (2000)
Exceptionality	4	Proctor et al. (1977), Cochran-Smith et al. (1999), Dorrington & Ramirez-Smith (1999), Middleton (2002)
Religion	1	Van Hook (2002)

Appendix B



UNIVERSITY of LOUISVILLE

dare to be great

College of Education and
Human Development

Department of Leadership, Foundations,
and Human Resource Education
University of Louisville
Louisville, Kentucky 40292

Office: 502-852-6475

Preparing Teachers for Diversity: A Study of Two University Teacher Education Programs in Indiana

Subject Informed Consent

Introduction and Background Information

You are invited to participate in a research study. The study is being conducted by Dr. Joseph DeVitis and Vella Goebel. The study is sponsored by the University of Louisville, Department of Leadership, Foundations, and Human Resource Education. The study will take place at the University of Evansville and the University of Southern Indiana. Approximately 50 subjects will be invited to participate. Your participation in this study will last for approximately ninety minutes.

Purpose

The purpose of this study is to explore the perceived effectiveness of the multicultural aspects of teacher education programs at the two southwestern Indiana universities and to gather information about potential reforms in those programs to comply with the requirements of the No Child Left Behind Act of 2003 (NCLB). This is a descriptive study based on in-depth interviews with education students, teacher educators, and university administrators during the Spring 2004 semester. Each interview will last approximately one hour.

Procedures

In this study, you will be asked to answer questions about your perceptions of multiculturalism in the teacher education program. The interview will be audiotaped and later transcribed, but your responses will be kept confidential and neither you nor your university will be identified in the final dissertation.

Potential Risks

There are no foreseeable risks associated with this study.

Benefits

The possible benefits of this study include helping to fill gaps in the research about teacher education for a pluralistic society by focusing on a region previously ignored by researchers. Since other studies have focused on regions with denser minority populations, this study

Revised February 10, 2004

broadens the knowledge base of educational research by examining what steps have been taken to meet the demands of NCLB in southwestern Indiana. Second, the study informs the practice of teacher educators and education researchers by focusing on viewpoints of education students and school of education deans, department chairs, and instructors at those midwestern institutions by examining curriculum and methodology for classes at the universities through an analysis of education class syllabi and course descriptions. The information learned in this study may not benefit you directly. The information learned in this study may be helpful to others.

Confidentiality

Although absolute confidentiality cannot be guaranteed, confidentiality will be protected to the extent permitted by law. The study sponsor, the Human Studies Committee, or other appropriate agencies may inspect your research records. Should the data in this research study be published, your identity will not be revealed.

Voluntary Participation

Your participation in this research study is voluntary. You are free to withdraw your consent at any time without penalty or losing benefit to which you are otherwise entitled.

Research Subject's Rights and Contact Persons

You acknowledge that all your present questions have been answered in language you can understand and all future questions will be treated in the same manner. If you have any questions about the study, please contact Dr. Joseph DeVitis (502) 852-0634 or Vella Goebel (812) 479-1525.

If you have any questions about your rights as a research subject, you may call the Human Studies Committee Office (502) 852-5188. You will be given the opportunity to discuss any questions about your rights as a research subject, in confidence, with a member of the committees. These are independent committees composed of members of the University community, staff of the institutions, as well as lay members of the community not connected with these institutions. The Committee has reviewed this study.

Consent

You have discussed the above information and hereby consent to voluntarily participate in this study. You have been given a copy of the signed consent.

Signature of Subject

Date Signed

Signature of Investigator

Date Signed

Revised February 10, 2004

Appendix C

Interview Protocol

Interview Questions for College of Education Deans

1. Please tell me about the teacher education program at your university.
How many student/faculty are involved?
2. How many students, on average, complete the teacher certification process each year?
3. How does the university define diversity?
4. How diverse is your faculty?
5. How diverse is your student body?
6. How important is it to you that your faculty and student body reflect diversity?
7. In your opinion, how important is it to include content in teacher education courses that addresses diversity?
8. How is that content included in the teacher education program as a whole (i.e., specific courses or infusion)?
9. What efforts are there to place teacher education students in fieldwork where they will encounter diversity?
10. How realistic is goal of the mandates of No Child Left Behind for schools to report disaggregated test

scores and show adequate yearly progress for all students?

11. How much bias do you see on campus toward racial or ethnic diversity?

12. Please tell me about other aspects of preparing teachers for classroom diversity that I may not have asked you about?

Interview Questions for Teacher Education Department Chairs

1. How long have you been at this university? How long as chair?

2. Please tell me about the teacher education program here?

3. In your opinion, how adequately does it prepare future teachers to work with students of diverse racial and ethnic backgrounds?

4. In your opinion, how important is it that future teachers receive training in working with students who are diverse?

5. How do you define diversity?

6. By what method have diversity topics been integrated into teacher education curriculum here (separate course v. infusion)?

7. Which of the areas of diversity you mentioned are included in the curriculum?

8. What is the racial/ethnic demography of your faculty?
9. What is the racial/ethnic demography of your student body?
10. What efforts have there been to place students in field experiences where they will contact diverse students?
11. In your opinion, how will NCLB mandates for AYP and reporting disaggregated test scores impact teacher education?
12. How do you envision teacher education changing over the next 10 years as a result of the shifting demographics in public schools?
13. What else can you tell me about diversity and teacher education here at the university?

Interview Questions for Teacher Education Faculty

1. How long have you taught at this university?
2. Where were you prior to this appointment?
3. What specific courses are you responsible for?
4. In your opinion, how important is it to prepare future teachers for classroom diversity?
5. How important is it to the university?
6. To what degree do you address the issue of diversity in your classes?

7. How do you define diversity?
8. To what degree do you address issues related to ESL/LEP students in public school classrooms?
9. What specific topics related to diversity do you include in your classes? How do you cover these topics?
10. Tell me about the demographic composition of your classes.
11. In your opinion, how adequately does the university prepare students to teach in racially/ethnically diverse schools?
12. How have you altered your syllabi since the passage of NCLB?
13. How do you envision public education changing in the next 10 years as a result of changing demographics?
14. Is there anything else you can tell me about teacher education and diversity here at _____?

Interview Questions for Education Majors

1. How far along are you in completing your teacher certification?
2. What is your area of specialization?
3. In what kind of school do you envision yourself teaching after graduation?

4. What courses have you had at the university to prepare you to teach students with different racial or ethnic backgrounds than your own?

To teach students from different socioeconomic groups than your own?

To teach students whose sexual orientation is different from your own?

5. In your perception, how have human diversity issues been treated in your education classes?

6. How important do diversity issues seem to be to the university in general? To your teacher education faculty? To you?

7. What evidence have you seen in classes of racial bias or discrimination?

8. What is your opinion of the quality and quantity of multicultural content/diversity training in your cases so far?

9. What training have you had for helping students whose first language is not English?

10. How diverse have the classrooms been where you have observed?

11. What other kinds of field experiences have you had as a part of your teacher education classes?

12. How satisfied are you with the preparation you have had here at the university to meet the needs of diverse students?

13. Can you tell me some other things about the education program here as it relates to the schooling of students who are diverse?

14. What are your biggest concerns about teaching students who are different from you in some way?

Appendix D

Matrix of Interview Questions Connected to Research Questions

<u>Research Question</u>	<u>Interview Questions</u>
1. To what extent did university teacher educators exhibit classroom attitudes and behaviors consistent with practicing diversity education?	D1, D3, D7, D8, D10, D11, D12, D13, D14, D15, D16, D17, C2, C3, C4, C6, C7, C8 C9, C13, C14, C15, C16, F4, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16, F17
2. To what extent did teacher education majors perceive that teacher education faculty exhibited attitudes and behaviors consistent with practicing diversity education?	S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14
3. Did university teacher education students and teacher education faculty agree about the extent to which their institutions supported diversity education initiatives?	D1, D4, D5, D6, D8, D11, D16, D17, C2, C5, C9, C10, C11, C12, C13, C16, F5, F17, S6, S10, S11, S13

Note. Interview questions were coded as noted: D = questions to school of education deans, C = questions of teacher education chairs, F = questions of teacher education faculty, S = questions of teacher education students.

Appendix E

Observation Protocol

Research Question: To what extent did university teacher educators exhibit classroom attitudes and behaviors consistent with practicing diversity education?

1. Did class content contain any information specific to a type of diversity?
 - A. race/ethnicity
 - B. SES
 - C. gender
 - D. sexual orientation
 - E. other _____
2. How was this content presented?
3. Was there discussion or time for questions from the class?
4. Did the class itself display any visible diversity?

Number of White students: _____

Number of African American students: _____

Number of Asian American students: _____

Number of Latino students: _____

Other: _____
5. If diversity was present, was there any obvious difference in the way the instructor responded to minority students?

6. What was the balance of females to males?

Number of female students: _____

Number of male students: _____

7. Were there any obvious differences in the way the instructor responded to one gender or the other?

8. Did any questions or comments from students show evidence of prejudice?

Appendix F

Matrices Comparing Required Courses for Teacher Education at MU and UCM

UCM/MU Required Classes Elementary Education

UCM	MU
198: Introduction to Education	100: Introduction to Schools, Teachers and Learners
201: Growth and Development: Middle Childhood	226: Child and Adolescent Psychology 315: Psychology Applied to Learning
306 Educating Exceptional Children	463: Inclusion and Collaborative Teaching
294 Foundations of Education	200: Foundations of American Education
214 Instructional Technology	
	320: Teaching Strategies in K-12 Schools
302 Multicultural Education	
366 Educational Assessment	
397 Reading and Language Arts in the Elementary School 398 Balanced Reading Strategies and Practices	422: Teaching Reading and Language Arts 427: Corrective Reading 330: Literature for the Elementary and Adolescent Child
388 Teaching Social Studies in the Elementary School	321: Teaching Social Studies
	403: Classroom Management Techniques
Math 392 The Teaching of Elementary School Mathematics	324: Principles and Practices in Mathematics Education
393 Science Education	323: Teaching Science, Conservation, and Ecology
458 Synthesis Seminar in Elementary Teaching	418: Practicum/Implementing Language Arts Curriculum 419: Practicum/Implementing Social Studies, Math, Science Curriculum
	490: Schools in a Changing Society
Student teaching	Student Teaching

UCM/MU
Required Classes
Secondary Education

UCM	MU
198 Introduction to Education	100: Introduction to Schools, Teachers and Learners
202 Growth and Development: Adolescent and Young Adult 304 Growth & Development: Early Adolescence	Psych 226 Child and Adolescent Psych 315: Psychology Applied to Learning
294 Foundations of Education	200: Foundations of American Education
214 Instructional Technology	
	320: Teaching Strategies in K-12 Schools
302 Multicultural Education	
305 Teaching and Learning in the Senior High, Junior High, and Middle School	363 Principles and Strategies of Teaching in Secondary Schools
448 Synthesis Seminar in Secondary Teaching	435 Supervised Teaching Seminar
488 The Middle School Curriculum	443 Curriculum in Jr High/Middle School
493 Teaching Reading in the Content Areas	
473 or 477 Practicum	490 Schools in a Changing Society
Methods Course	Methods course
36 hours in major area	42 hours in major area
Student teaching	Student Teaching

Appendix G

Detail of Diversity Domains in Required Education Courses

MU Required Education Classes

Course	Program		Diversity Elements
	Elem	Sec	
100: Intro to Schools, Teachers & Learners	X	X	Course Description: issues include diversity in learning Goals: understand how schools are changing - demographically, culturally, ethnically, economically, linguistically; educate all children, regardless of background or ability Activities: portfolio section on children, diversity, and learning Lecture topics: teaching in an age of change, diversity in today's schools, teaching all children (2 sessions) Knowledge base: <i>Preparing Teachers for Urban Schools</i>
200: Foundations of American Ed	X	X	Goals: appreciation of diversity and diverse learners Activities: handout discussion, Learners of Ethnic and Cultural Groups Lecture topics: learning styles, ADHD
315: Psych Applied to Learning	X	X	Course Description: cultural and societal variables Goals: understanding of exceptional children, SES, ethnicity, gender, language

320: Teaching Strategies in K-12 Schools	X	X	Goals: understand how students differ Activities: portfolio section, special needs Lecture topics: MI, NCLB, Classrooms of today: inclusion, diversity, languages Knowledge base: Banks, Gardner, Gregory and Chapman
321: Teaching Social Studies	X		Goals: understanding of cultural literacy, global education, MC and gender equity education
323: Teaching Science, Conservation, & Ecology	X		Knowledge base: 4 MC sources
324: Principles and Practices in Mathematics Education	X		Course Description: mainstreamed students Goals: address individual differences, demonstrate appreciation of diversity and diverse cultures
330: Lit for the Elementary & Adolescent Child	X		Goals: understand effects of race, class, gender, and ethnicity Lecture topics: MC and International books
363 Principles & Strategies of Teaching in Secondary Schools		X	Goals: appreciation of diversity and diverse learners Activities: learning styles/MI on matrix for internship evaluation; cultural norms in final eval Lecture topics: Curriculum matrix details skills and dispositions related to MC

403: Classroom Management Techniques	X		Goals: demonstrate appreciation of diversity and diverse learners Activities: guidelines for serious inappropriate student behavior section of management plan: cultural and race-related tensions, religious tensions, sexual harassment, sexual orientation Lecture topics: understanding and managing diverse students
418: Practicum/Implementing Language Arts Curriculum	X		Goals: address diversity among students in the classroom Activities: lesson plan, case study - only race; analysis of student work includes special needs
419: Practicum/Implementing Social Studies, Math, Science Curriculum	X		Goals: address diversity among students in the classroom Activities: lesson plan, case study - only race; analysis of student work includes special needs
422: Teaching Reading & Language Arts	X		Knowledge base: <i>Gender and Reading in the Elementary Classroom</i>
427: Corrective Reading	X		Lecture topics: ADHD Knowledge base: <i>Variability and not Disability (Roller)</i>
435: Supervised Teaching Seminar		X	Syllabus not available
443 Curriculum in Jr High/ Middle School		X	Goals: appreciation of diversity and diverse learners Activities: learning styles/MI on matrix for internship evaluation; cultural norms in final eval Lecture topics: Curriculum matrix details skills and dispositions related to MC

463: Inclusion & Collaborative Teaching	X		Course Description: special needs, inclusion
490 Schools in a Changing Society	X	X	Course Description: analysis of social issues of MC (and other) perspectives
Methods course		X	Syllabi not available

UCM Required Education Classes

Course	Program		Multicultural/Diversity Elements
	Elem	Sec	
198 Introduction to Education Section 1	X	X	Goals: Understand significance of student diversity Lecture topics: Student diversity (4 sessions) Knowledge base: 1 source (Smith)
Section 2			Goals: Understand significance of student diversity
201 Growth & Dev: Middle Childhood	X		Course Description: theories of child development in the areas of psychosocial (cultural influences) and cognitive/language/literacy development
Section 1			Goals: Understand cultural diversity; adapt instruction to diverse learners; reflect from many points of view Activities: Field experience journal of significant episode observed (SES, ethnicity/race) Rubric lists awareness of student as a member of a diverse community
Section 2			Goals: reflect from many points of view; know impact of culture on learning Knowledge base: 1 source (Hernstein)

202 Growth & Dev: Adolescent and Young Adult		X	Course Description: theories of adolescent/young adult development in the areas of psychosocial (cultural influences) and cognitive/language/literacy development Goals: identify and understand exceptional students; understand cultural diversity Lecture topics: ADHD, multiple intelligences Knowledge base: 2 sources on multiple intelligence
214 Instructional Technology (2 sections)	X	X	Nothing dealing with MC/Diversity
294 Foundations of Education	X	X	Activities: some students will do diversity presentation - Gardner, Ladson-Billings, Stodolsky, Grant, Zeichner, Freire Lecture topics: male and female roles Knowledge base: 1 source (Paley, <i>White Teacher</i>)
302 Multicultural Education (4 sections)	X	X	Course Description: to explore the theory and knowledge base that supports MC education and an awareness of diversity within American society. Topics may include critical study of issues as they relate to race and ethnicity, exceptionality, language and dialect, religion, gender, and age.

Sections 1 & 2			<p>Goals: increase awareness of cultural heritage and ethnicity, language, beliefs; increase awareness of cultural pluralism and global dependence; develop insights into teaching in a pluralistic society; develop intercultural competence and advocacy for social justice; analyze personal cultural and ethnic characteristics; explain the goals of and a rationale for MC education; Identify opposing goals and arguments for diversity education; Analyze the impact that race, class, gender, language, age, religion, and exceptionality have upon learning; practice methods for reducing prejudice and racism in the classroom; identify gender, racial, and ethnic bias in educational materials; acquire a repertoire for teaching in a MC environment</p> <p>Activities: project on own cultural heritage; attending Global Community Night, events sponsored by International Center, THREADS, community service; group project on a minority culture; class culture fair; group report on a book by or about ethnic group: group presentation on type of ethnicity</p> <p>Knowledge base: 45 sources listed</p>
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Section 3			Goals: same as above Activities: attend special events; 5 th Street oral history project (age, race, SES diversity); work with students at Carver Community Center (race, ethnicity, SES diversity) Knowledge base: 24 sources listed
Section 4			Goals: Identification of stereotypes; understanding of personal attitudes and behaviors; understand impact of culture on learning Activities: Guest speakers, including gays and lesbians; teaching strategies for specific issues Knowledge base: 7 sources listed
304 Growth & Dev in Early Adolescence		X	Course Description: cultural influences on development
305 Teaching & Learning in Sr High, Jr High, and MS		X	Activities: 8-10 hour volunteer service in an assigned school; learning styles Lecture Topics: student diversity
306 Educating Exceptional Children	X		Goals: understand history, practice, laws regarding special education Activities: group presentation on disability
343, 397 Reading and Language Arts in the Elementary School Block	X		Activities: research on a culture or society; Venn diagram of this culture and another with which the student is familiar
366 Educational Assessment (2 sections)	X		Course Description: accountability movements; standardized testing; high stakes assessment systems

Section 1			Activities: Book review and reflective paper, Alfie Kohn's The Case Against Standardized Testing; philosophy paper includes race, gender, SES Lecture topics: minority authors' accounts of testing
Section 2			Goals: understand importance of cultural diversity Activities: work with "nontraditional student"; critique of Alfie Kohn book; unit plan for variety of learning styles; philosophy paper, meets needs of diverse student
388 Teaching Social Studies in the Elem School	X		No mention of MC or diversity
393 Science Education	X		No mention of MC or diversity
398 Balanced Reading Strategies and Practices	X		No mention of MC or diversity
448 Synthesis Seminar in Sec Teaching		X	Lecture topics: cultural contexts
458 Synthesis Seminar in Elementary Teaching	X		Goals: Understand the importance of student diversity
488 MS Curriculum	X		Activities: unit plan, choices for diverse learning styles Lecture topics: cultural diversity
493 Teaching Reading in the Content Areas		X	No mention of MC or diversity
Methods Course		X	
390: Teaching Foreign Languages in the Sr High, Jr High, and Middle School			Goals: Design instruction appropriate for the student's learning styles; Activities: Lesson plans for intelligences and learning

			<p>styles;</p> <p>Lecture topics: Multiple intelligences, learning styles</p>
394: Social Studies Methods			<p>Lecture topics: MC education; Global concerns; Gender Issues</p>
395: Teaching English in the Secondary School			<p>Goals: understand the changing character of the public high school</p> <p>Activities: Unit plan for various learning styles</p> <p>Lecture topics: divergent population of the secondary English classroom; learning styles; multiple intelligence; inclusion and its implications; sexual harassment</p> <p>Knowledge base: Gardner books</p>
396: Teaching Science in the Secondary School			<p>Goals: define the cultural diversity, economic differences and family background of students</p>
401: Teaching Communications in Sr High, Jr High, and Middle School			<p>Goals: examine the changing nature of the public school classroom</p> <p>Activities: unit plan should include learning styles</p>

Appendix H

Summary of Diversity Domain Frequencies in Required Education Course Syllabi and Course Descriptions

Diversity Domain	MU		UCM	
	Course Description	Syllabi	Course Description	Syllabi
Race/Ethnicity	1	7	2	8
Socioeconomic status	0	5	0	5
Gender	0	3	1	4
Sexual orientation	0	0	0	1
Language	0	3	1	1
Religion	0	1	1	1
Age	0	0	1	2
Exceptionality	2	3	0	3
Non-specific	3	6	4	9

NOTE: At MU, of the 18 required courses for which syllabi were provided, 5 course descriptions and 15 syllabi addressed diversity and/or specific domains of diversity education. At UCM, of the 23 required courses for which syllabi were available, 4 course descriptions and 22 syllabi (including multiples sections not using the same syllabi) addressed diversity and/or specific domains of diversity education.

Appendix I

Survey of Cultural Attitudes and Behaviors

Pre-Service Teacher's Perceptions of Multicultural Training in Teacher Education Programs

ID# _____

Directions: Please respond to the items in this section by placing a checkmark next to the appropriate response or by writing a response in the blank provided. No not write your name on this survey. Return the completed survey in the enclosed, self addressed stamped envelope to the researcher immediately upon completion. Thank you for your participation.

Sex: Male _____ Female _____

Age: 20-24 _____ 25-29 _____ 30-34 _____ 35-39 _____ 40-44 _____
45-49 _____ 50-54 _____ 55-59 _____ 60-64 _____ 65+ _____

Ethnic group membership:

White, Non-Hispanic _____ African-American _____ Hispanic _____
Asian or Pacific Islander _____ American Indian or Eskimo _____ Other (Specify) _____

Type of program(s) in which you are enrolled:

Elementary Education _____ Educational Administration _____ Curriculum & Instruction _____
Secondary Education _____ Special Education _____

Anticipated date of program completion _____

Family income level:

Under \$31,000 _____ \$31-\$40,999 _____ \$41-\$50,999 _____ \$51-\$60,999 _____
\$61-70,999 _____ \$71-\$80,999 _____ \$81-\$90,999 _____ \$91,000+ _____

Religious affiliation:

Catholic _____ Jewish _____ None _____
Protestant _____ Muslim _____ Other _____

Religiously, I rate myself as

Very conservative _____ Conservative _____ Moderate _____ Liberal _____ Very liberal _____

To me, religion is

Very important _____ Neither important/unimportant _____ Unimportant _____ Very unimportant _____
Important _____

Politically, I rate myself as

Very conservative _____ Conservative _____ Moderate _____ Liberal _____ Very liberal _____

To me, politics are

Very important _____ Neither important/unimportant _____ Unimportant _____ Very unimportant _____
Important _____

Survey of Pre-Service Teacher Perceptions

Directions: Respond to each item by circling the number that corresponds to your perception of your teacher education training program. Although you may find it difficult to respond to some items, please provide candid responses to the best of your ability. Use the response key below:

1	2	3	4	5	6	7
Strongly Agree	Agree	Partially Agree	Uncertain	Partially Disagree	Disagree	Strongly Disagree
(SA)	(A)	(PA)	(U)	(PD)	(D)	(SD)

- | | | | | | | | | |
|-----|--|---|---|---|---|---|---|---|
| 1. | Instructors in my teacher education program made it a point in their classrooms to discuss the implications of oppression and poverty for working with poor students in the classroom. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | Discussions about racism and its implications for teaching and learning occurred regularly in my teacher education program. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | Instructors in my teacher education program consulted and talked with male and female colleagues with equal frequency. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | Instructors in my teacher education program believed that there are substantial differences in ability to learn between white and non-white students in their classes. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | My teacher education program prepared me to respond effectively to the unique needs of gay and lesbian students in the classroom. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | Instructors in my teacher education program would have hired as a public school teacher someone they knew to be homosexual. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | Instructors in my teacher education program did not discuss the problem of sexism and its consequences for teaching and learning in the classroom. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. | I heard an instructor in my teacher education program make a disparaging remark about gays or lesbians. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. | My teacher education program prepared me to respond effectively to the unique needs of public school students from a wide variety of racial and ethnic groups. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. | Instructors in my teacher education program demonstrated no difficulty in talking with people from different racial groups. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

	SA	A	PA	U	PD	D	SD
11. Occasionally, instructors in my teacher education program told jokes based on harmless racial humor.	1	2	3	4	5	6	7
12. Instructors in my teacher education program would have been offended if they had heard a colleague say that lower performance was to be expected of minority students.	1	2	3	4	5	6	7
13. Policies designed to prohibit discrimination based on sexual orientation were enforced on my campus.	1	2	3	4	5	6	7
14. Policies designed to prohibit discrimination against racial minorities were enforced on my campus.	1	2	3	4	5	6	7
15. Instructor in my teacher education program would have been offended if they had heard a colleague say that lower performance was to be expected of lower-class students.	1	2	3	4	5	6	7
16. Policies prohibiting sexual harassment were enforced on my campus.	1	2	3	4	5	6	7
17. Instructors in my teacher education program discussed the problem of sexism and its consequences for teaching and learning.	1	2	3	4	5	6	7
18. I heard an instructor in my teacher education program tell a racist joke.	1	2	3	4	5	6	7
19. Instructors in my teacher education program had difficulty talking with poor students.	1	2	3	4	5	6	7
20. Instructors in my teacher education program believed that the problems encountered by minorities in this country were largely of their own making.	1	2	3	4	5	6	7
21. Instructors in my teacher education program felt that racism was not a problem in this country.	1	2	3	4	5	6	7
22. Instructors in my teacher education program felt that sex discrimination was not a problem in this country.	1	2	3	4	5	6	7
23. Instructors in my teacher education program felt that the problems experienced by women in this country were largely of their own making.	1	2	3	4	5	6	7
24. Instructors in my teacher education program felt that poverty was a problem in this country.	1	2	3	4	5	6	7
25. Instructors in my teacher education program believed that women are too emotional for jobs that require high-level critical decision making.	1	2	3	4	5	6	7

		SA	A	PA	U	PD	D	SD
26.	Policies against discrimination based on sexual orientation were not enforced on my campus.	1	2	3	4	5	6	7
27.	Instructors in my teacher education program believed there would be few poor people in this country if everyone made a commitment to be successful and worked hard.	1	2	3	4	5	6	7
28.	Occasionally, instructors in my teacher education program told a good-natured sexist joke.	1	2	3	4	5	6	7
29.	Instructors in my teacher education program supported affirmative action policies.	1	2	3	4	5	6	7
30.	Instructors in my teacher education program believed that non-white students in their classes were as capable of learning as white students.	1	2	3	4	5	6	7
31.	Policies designed to make higher education available to poor students were enforced on my campus.	1	2	3	4	5	6	7
32.	I heard an instructor in my teacher education program make a sexist comment.	1	2	3	4	5	6	7
33.	Instructors in my teacher education program believed that an irrational fear of gays and lesbians was a problem in this country.	1	2	3	4	5	6	7
34.	Instructors in my teacher education program would have been offended if they had heard a colleague say that homosexuality is a natural expression of human sexuality.	1	2	3	4	5	6	7
35.	My teacher education program prepared me to respond effectively to the unique needs of both male and female students in the classroom.	1	2	3	4	5	6	7
36.	Instructors in my teacher education program believed that homosexuals created their own problems because of the lifestyle choices they made.	1	2	3	4	5	6	7
37.	Instructors in the teacher education program would have supported the passage of legislation to legalize same-sex marriages.	1	2	3	4	5	6	7
38.	Instructors in my teacher education program had difficulty talking with someone they knew to be homosexual.	1	2	3	4	5	6	7

	SA	A	PA	U	PD	D	SD
39. Discussions about social justice and its consequences for teaching and learning occurred regularly in my teacher education program.	1	2	3	4	5	6	7
40. Instructors in my teacher education program made it a point to discuss racism and its consequences for teaching and learning.	1	2	3	4	5	6	7
41. Instructors in my teacher education program sometimes made unflattering remarks about poor people.	1	2	3	4	5	6	7
42. My teacher education program prepared me to respond effectively to the unique needs of poor students in the classroom.	1	2	3	4	5	6	7
43. Instructors in my teacher education program understood the implications of oppression and poverty for teaching and learning.	1	2	3	4	5	6	7
44. Instructors in my teacher education program discussed homosexuality and its implications for teaching and learning in their classes.	1	2	3	4	5	6	7
45. Discussions about sexism and its implications for teaching and learning occurred regularly in my teacher education program.	1	2	3	4	5	6	7
46. Instructors in my teacher education program believed that, all things considered, people in this country were poor because of personal choices.	1	2	3	4	5	6	7
47. Instructors in my teacher education program would have supported legislation designed to redistribute wealth in the United States.	1	2	3	4	5	6	7
48. Discussions about homosexuality and its implications for teaching and learning occurred regularly in my teacher education program.	1	2	3	4	5	6	7
49. Instructors in my teacher education program believed that homosexuals were less able than heterosexuals to develop and maintain stable relationships.	1	2	3	4	5	6	7
50. Instructors in my teacher education program would have been offended if they had heard a colleague say that women are better suited as elementary school teachers because of their sex.	1	2	3	4	5	6	7
51. Instructors in my teacher education program would have voted in favor of a constitutional amendment that guaranteed women the same rights as men.	1	2	3	4	5	6	7

SURVEY OF ATTITUDES AND BEHAVIORS

DIRECTIONS: Please use a #2 pencil. Fill in the appropriate responses for each question. Please return the survey in the envelope provided. Do NOT return the survey to your Chair or Dean.

Program Affiliation <input type="checkbox"/> Elementary Education <input type="checkbox"/> Secondary Education <input type="checkbox"/> Both Elem. and Sec. Educ. <input type="checkbox"/> Educational Administration <input type="checkbox"/> Special Education <input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Other _____ specify	Age <input type="checkbox"/> 25-29 <input type="checkbox"/> 30-34 <input type="checkbox"/> 35-39 <input type="checkbox"/> 40-44 <input type="checkbox"/> 45-49 <input type="checkbox"/> 50-54 <input type="checkbox"/> 55-59 <input type="checkbox"/> 60-64 <input type="checkbox"/> 65-69 <input type="checkbox"/> 70+	Number of years in a tenure-track position <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; text-align: center;">0</td> <td style="width: 50%; text-align: center;">0</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">2</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">4</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">5</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">6</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">7</td> <td style="text-align: center;">7</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">8</td> <td style="text-align: center;">8</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">9</td> <td style="text-align: center;">9</td> </tr> </table>	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	Ethnic Group Membership <input type="checkbox"/> White, Non-Hispanic <input type="checkbox"/> Asian or Pacific Islander <input type="checkbox"/> African American <input type="checkbox"/> American Indian or Eskimo <input type="checkbox"/> Hispanic <input type="checkbox"/> Other _____ specify	Total Number of Students Enrolled in University <input type="checkbox"/> under 5000 <input type="checkbox"/> 5000-15,000 <input type="checkbox"/> 15,000-25,000 <input type="checkbox"/> 25,000+
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1	1																							
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Discipline in which you received your terminal degree <input type="checkbox"/> Psychology <input type="checkbox"/> Education <input type="checkbox"/> Educational Administration <input type="checkbox"/> Special Education <input type="checkbox"/> Curriculum and Instruction <input type="checkbox"/> Other _____ specify	Sex <input type="checkbox"/> Male <input type="checkbox"/> Female	Family Income Level <input type="checkbox"/> under \$31,000 <input type="checkbox"/> \$31-40,999 <input type="checkbox"/> \$41-50,999 <input type="checkbox"/> \$51-60,999 <input type="checkbox"/> \$61-70,999 <input type="checkbox"/> \$71-80,999 <input type="checkbox"/> \$81-90,999 <input type="checkbox"/> \$91+			OFFICE USE ONLY <table style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">0</td></tr> <tr><td style="text-align: center;">1</td></tr> <tr><td style="text-align: center;">2</td></tr> <tr><td style="text-align: center;">3</td></tr> <tr><td style="text-align: center;">4</td></tr> <tr><td style="text-align: center;">5</td></tr> <tr><td style="text-align: center;">6</td></tr> <tr><td style="text-align: center;">7</td></tr> <tr><td style="text-align: center;">8</td></tr> <tr><td style="text-align: center;">9</td></tr> </table>	0	1	2	3	4	5	6	7	8	9									
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My institution is: <input type="checkbox"/> Public <input type="checkbox"/> Private		Rank <input type="checkbox"/> Assistant Professor <input type="checkbox"/> Associate Professor <input type="checkbox"/> Full Professor																						

Percentage of Load Teaching <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Undergraduate Courses</th> <th style="width: 50%;">Graduate Courses</th> </tr> <tr> <td><input type="checkbox"/> 0-25%</td> <td><input type="checkbox"/> 0-25%</td> </tr> <tr> <td><input type="checkbox"/> 26-50%</td> <td><input type="checkbox"/> 26-50%</td> </tr> <tr> <td><input type="checkbox"/> 51-75%</td> <td><input type="checkbox"/> 51-75%</td> </tr> <tr> <td><input type="checkbox"/> 76-100%</td> <td><input type="checkbox"/> 76-100%</td> </tr> </table>		Undergraduate Courses	Graduate Courses	<input type="checkbox"/> 0-25%	<input type="checkbox"/> 0-25%	<input type="checkbox"/> 26-50%	<input type="checkbox"/> 26-50%	<input type="checkbox"/> 51-75%	<input type="checkbox"/> 51-75%	<input type="checkbox"/> 76-100%	<input type="checkbox"/> 76-100%	Politically, I rate myself as: <input type="checkbox"/> Very Conservative <input type="checkbox"/> Conservative <input type="checkbox"/> Moderate <input type="checkbox"/> Liberal <input type="checkbox"/> Very Liberal	To me, politics are: <input type="checkbox"/> Very Important <input type="checkbox"/> Important <input type="checkbox"/> Neither Important/Unimportant <input type="checkbox"/> Unimportant <input type="checkbox"/> Very Unimportant
Undergraduate Courses	Graduate Courses												
<input type="checkbox"/> 0-25%	<input type="checkbox"/> 0-25%												
<input type="checkbox"/> 26-50%	<input type="checkbox"/> 26-50%												
<input type="checkbox"/> 51-75%	<input type="checkbox"/> 51-75%												
<input type="checkbox"/> 76-100%	<input type="checkbox"/> 76-100%												
Religious Affiliation <input type="checkbox"/> Catholic <input type="checkbox"/> Protestant <input type="checkbox"/> Jewish <input type="checkbox"/> Muslim <input type="checkbox"/> None <input type="checkbox"/> Other _____ specify		Religiously, I rate myself as: <input type="checkbox"/> Very Conservative <input type="checkbox"/> Conservative <input type="checkbox"/> Moderate <input type="checkbox"/> Liberal <input type="checkbox"/> Very Liberal	To me, religion is: <input type="checkbox"/> Very Important <input type="checkbox"/> Important <input type="checkbox"/> Neither Important/Unimportant <input type="checkbox"/> Unimportant <input type="checkbox"/> Very Unimportant										

Survey of Attitudes and Behaviors

DIRECTIONS:

Darken the response which reflects the extent to which you agree or disagree with each statement.

Strongly Disagree									
Disagree									
Partially Disagree									
Uncertain									
Partially Agree									
Agree									
Strongly Agree									

1. I make it a point in my classes to discuss the implications of oppression and poverty for working with poor students.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
2. Discussions about racism and its implications for teaching and learning occur regularly in my department.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
3. When I seek advice in my department, I consult with male and female colleagues with equal frequency.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
4. There are substantial differences in ability to learn between white and non-white students in my classes.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
5. Graduates of my program are able to respond effectively to the unique needs of gay and lesbian students in the public school.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
6. I would hire as a public school teacher someone I knew to be homosexual.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
7. I do not discuss the problem of sexism and its consequences in my classes.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
8. I have heard a colleague in my department make a disparaging remark about gays or lesbians.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
9. Graduates of my program are able to respond effectively to the unique needs of public school students from a wide variety of racial and ethnic groups.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
10. I have no difficulty talking with people from racial groups different than my own.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
11. Occasionally, I tell jokes based on harmless racial humor.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
12. I would be offended if I heard a colleague say that lower performance is to be expected of minority students.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
13. Policies designed to prohibit discrimination based on sexual orientation are enforced on my campus.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
14. Policies designed to prohibit discrimination against racial minorities are enforced on my campus.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
15. I would be offended if I heard a colleague say that lower performance is to be expected of students from lower class backgrounds.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
16. Policies prohibiting sexual harassment are enforced on my campus.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
17. I discuss the problem of sexism and its consequences in my classes.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
18. I have heard a colleague in my department tell a racist joke.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD
19. I have difficulty talking with homeless people.	<input type="radio"/> SA	<input type="radio"/> A	<input type="radio"/> PA	<input type="radio"/> U	<input type="radio"/> PD	<input type="radio"/> D	<input type="radio"/> SD

PLEASE GO ON TO NEXT PAGE

Survey of Attitudes and Behaviors

DIRECTIONS:

Darken the response which reflects the extent to which you agree or disagree with each statement.

Strongly Disagree
Disagree
Partially Disagree
Uncertain
Partially Agree
Agree
Strongly Agree

20. The problems encountered by minorities in this country are largely of their own making.	SA A PA U PD D SD
21. Racism is not a problem in this country.	SA A PA U PD D SD
22. Sex discrimination is not a problem in this country.	SA A PA U PD D SD
23. The problems experienced by women in this country are largely of their own making.	SA A PA U PD D SD
24. Poverty is a serious problem in this country.	SA A PA U PD D SD
25. Women are too emotional for jobs that require high-level, critical decision-making.	SA A PA U PD D SD
26. Policies against discrimination based on sexual orientation are not enforced on my campus.	SA A PA U PD D SD
27. There would be fewer poor people in this country if everyone made a commitment to be successful and worked hard.	SA A PA U PD D SD
28. I occasionally tell a good-natured sexist joke.	SA A PA U PD D SD
29. I support affirmative action policies.	SA A PA U PD D SD
30. Non-white students in my classes are as capable of learning as white students.	SA A PA U PD D SD
31. Policies designed to make higher education available to poor students are enforced on my campus.	SA A PA U PD D SD
32. I have heard a colleague in my department make a sexist comment.	SA A PA U PD D SD
33. An irrational fear of gays and lesbians is a problem in this country.	SA A PA U PD D SD
34. I would be offended if I heard a colleague say that homosexuality is a natural expression of human sexuality.	SA A PA U PD D SD
35. Graduates of my program are able to respond effectively to the unique needs of both male and female public school students.	SA A PA U PD D SD
36. Homosexuals create their own problems because of the lifestyle choices they make.	SA A PA U PD D SD
37. I support the passage of legislation to legalize same-sex marriages.	SA A PA U PD D SD

PLEASE GO ON TO NEXT PAGE

■ ■ Survey of Attitudes and Behaviors

DIRECTIONS:

Darken the response which reflects the extent to which you agree or disagree with each statement.

Strongly Disagree	
Disagree	
Partially Disagree	
Uncertain	
Partially Agree	
Agree	
Strongly Agree	

38. I would have difficulty talking with someone I knew to be homosexual.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> PA <input type="radio"/> U <input type="radio"/> PD <input type="radio"/> D <input type="radio"/> SD
39. Discussions about social injustice and its consequences for teaching and learning occur regularly in my department.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> PA <input type="radio"/> U <input type="radio"/> PD <input type="radio"/> D <input type="radio"/> SD
40. I make a point to discuss racism and its consequences in my classes.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> PA <input type="radio"/> U <input type="radio"/> PD <input type="radio"/> D <input type="radio"/> SD
41. I sometimes catch myself having unflattering thoughts about poor people.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> PA <input type="radio"/> U <input type="radio"/> PD <input type="radio"/> D <input type="radio"/> SD
42. Graduates of my program are able to respond effectively to the unique needs of poor public school students.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> PA <input type="radio"/> U <input type="radio"/> PD <input type="radio"/> D <input type="radio"/> SD
43. Other faculty in my department understand the implications of oppression and poverty for teaching and learning.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> PA <input type="radio"/> U <input type="radio"/> PD <input type="radio"/> D <input type="radio"/> SD
44. I discuss homosexuality and its implications for teaching and learning in my classes.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> PA <input type="radio"/> U <input type="radio"/> PD <input type="radio"/> D <input type="radio"/> SD
45. Discussions about sexism and its consequences for teaching and learning occur regularly in my department.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> PA <input type="radio"/> U <input type="radio"/> PD <input type="radio"/> D <input type="radio"/> SD
46. All things considered, people in this country are poor because of personal choices.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> PA <input type="radio"/> U <input type="radio"/> PD <input type="radio"/> D <input type="radio"/> SD
47. I would support legislation designed to redistribute wealth in the U.S.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> PA <input type="radio"/> U <input type="radio"/> PD <input type="radio"/> D <input type="radio"/> SD
48. Discussions about homosexuality and its consequences for teaching and learning occur regularly in my department.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> PA <input type="radio"/> U <input type="radio"/> PD <input type="radio"/> D <input type="radio"/> SD
49. Homosexuals are less able than heterosexuals to develop and maintain stable relationships.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> PA <input type="radio"/> U <input type="radio"/> PD <input type="radio"/> D <input type="radio"/> SD
50. I would be offended if I heard a colleague say that women are better suited as elementary school teachers because of their sex.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> PA <input type="radio"/> U <input type="radio"/> PD <input type="radio"/> D <input type="radio"/> SD
51. I would vote in favor of a constitutional amendment that guarantees women the same rights as men.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> PA <input type="radio"/> U <input type="radio"/> PD <input type="radio"/> D <input type="radio"/> SD

THANK YOU FOR YOUR PARTICIPATION

Appendix J



UNIVERSITY of LOUISVILLE

dare to be great

College of Education and
Human Development

Department of Leadership, Foundations,
and Human Resource Education
University of Louisville
Louisville, Kentucky 40292

Office: 502-852-6475

Preparing Teachers for Diversity:
A Study of Two University Teacher Education Programs in Indiana

February 10, 2004

Dear

You are being invited to participate in a research study by answering the attached questionnaire about diversity training in teacher education. The study is being conducted by Joseph DeVitis, Ph.D., and Vella Goebel in the Department of Leadership, Foundations, and Human Resource Education. The study is being sponsored by the College of Education and Human Development. There are no risks or penalties for your participation in this research study. The information collected may not benefit you directly. The information learned in this study may be helpful to others. The information you provide will help to fill gaps in the research about teacher education for a pluralistic society by focusing on a region previously ignored by researchers and to inform the practice of teacher educators and education researchers by focusing on the viewpoints of education students. Your completed questionnaire will be stored at the University of Louisville, Department of Leadership, Foundations, and Human Resource Education. The questionnaire will take approximately 20 minutes time to complete.

Individuals from the Department of Leadership, Foundations, and Human Resource Education, the Institutional Review Board (IRB), and the Human Subjects Protection Program Office (HSPPO), may inspect these records. In all other respects, however, the data will be held in confidence to the extent permitted by law. Should the data be published, your identity will not be disclosed.

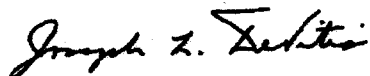
Please remember that your participation in this study is voluntary. By completing and mailing the attached questionnaire in the enclosed envelope, you are voluntarily agreeing to participate. You are free to decline to answer any particular question that may make you feel uncomfortable or which may render you prosecutable under law.

You acknowledge that all your present questions have been answered in language you can understand and all future questions will be treated in the same manner. If you have

any questions about the study, please contact Joseph DeVitis at 502 852-0634 (jdevitis@louisville.edu) or Vella Goebel at 812 479-1525 (vella.goebel@signature.edu).

If you have any questions about your rights as a research subject, you may call the HSPPO at (502) 852-5188. You will be given the opportunity to discuss any questions about your rights as a research subject, in confidence, with a member of the IRB. The IRB is an independent committee composed of members of the University community, staff of the institutions, as well as lay members of the community not connected with these institutions. The IRB has reviewed this study.

Sincerely,

A handwritten signature in black ink that reads "Joseph L. DeVitis". The signature is written in a cursive style with a large, stylized 'J' and 'D'.

Joseph L. DeVitis
Revised February 10, 2004

Appendix K

Matrix by Theoretical Constructs for Survey of Cultural Attitudes and Behaviors (SCAB)

Construct	Domain			
	Race	Gender	Sexual orientation	Social class
Faculty	R21	R2	33	24
Attitudes	R20	R23	R36	R46
	30	R25	R49	R27
	12	50	R34	15
Faculty	10	3	R38	R19
Behaviors	29	51	R37	47
	40	17	44	1
	R11	R28	6	R41
Perceived	14	16	13	31
Institutional	9	35	5	42
Support	R18	R32	R8	43
	2	45	48	39

Note. Item numbers preceded by R are reverse scored.

Appendix L

Development of Categories and Sub-Categories for Interview Analysis

First Iteration

Faculty Interview Categories/Sub-Categories

RQ1: To what extent did university teacher educators exhibit classroom attitudes and behaviors consistent with practicing diversity education?

Personal experiences

BGD	Background experiences with diversity
PPHIL	Personal philosophy

Faculty behavior toward diversity

PREMETH	Approach to diversity education
DIVCON	Diversity content of courses
PNOS	Perceived needs of students

Faculty attitudes toward diversity

CHG	Changes in classroom as a result of shifting demographics
IMPDIV	Perceived importance of diversity training
PROGSAT	Satisfaction with current program

RQ3: Did university teacher education students and teacher education faculty agree about the extent to which their institutions supported diversity education initiatives?

Perceived institutional support of diversity

DEMO	Institution demographics
FPL	Field placement
DIVEX	Student experiences with diversity

Student Interview Categories/Sub-Categories

RQ2: To what extent did teacher education majors perceive that teacher education faculty exhibited attitudes and behaviors consistent with practicing diversity education?

Personal Experiences

BGD	Background experiences with diversity
ISS	Ideal school setting
PDEF	Personal definition of diversity
WORCL	Worries about classroom
CHIT	Change in thinking
HQE	Attributes of highly qualified educator
SCEN	Reaction to ESL scenario

Experiences in education courses

DIVCON	Diversity content of courses
PREMETH	Method of presentation of diversity issues
OPRED	Observed prejudice
IMPDIV	Perceived importance of diversity training
FHDIV	First-hand experiences with diversity
FACAT	Perceived faculty attitude toward diversity

RQ3: Did university teacher education students and teacher education faculty agree about the extent to which their institutions supported diversity education initiatives?

Perceived Institutional Support for Diversity

OPRED	Observed prejudice
OBDIV	Observed diversity
PREPSAT	Satisfaction with preparation

Second Iteration

Faculty Interview Categories/Sub-Categories

RQ1: To what extent did university teacher educators exhibit classroom attitudes and behaviors consistent with practicing diversity education?

Personal experiences

BGD	Background experiences with diversity
PPHIL	Personal philosophy

Faculty behavior toward diversity

PREMETH	Approach to diversity education
DIVCON	Diversity content of courses
PNOS	Perceived needs of students
DIVEX	Student experiences with diversity

Faculty attitudes toward diversity

CHG	Changes in classroom as a result of shifting demographics
IMPDIV	Perceived importance of diversity training
PROGSAT	Satisfaction with current program

RQ3: Did university teacher education students and teacher education faculty agree about the extent to which their institutions supported diversity education initiatives?

Perceived institutional support of diversity

DEMO	Institution demographics
FPL	Field placement

Student Interview Categories/Sub-Categories

RQ2: To what extent did teacher education majors perceive that teacher education faculty exhibited attitudes and behaviors consistent with practicing diversity education?

Personal Experiences

BGD	Background experiences with diversity
PDEF	Personal definition of diversity
CHIT	Change in thinking
FHDIV	First-hand experiences with diversity

Vision of the future

ISS	Ideal school setting
WORCL	Worries about classroom
HQE	Attributes of highly qualified educator
SCEN	Reaction to ESL scenario

Experiences in education courses

PREMETH	Method of presentation of diversity issues
IMPDIV	Perceived importance of diversity training
PREPSAT	Satisfaction with preparation
FLP	Field placement experiences

RQ3: Did university teacher education students and teacher education faculty agree about the extent to which their institutions supported diversity education initiatives?

Perceived Institutional Support for Diversity

DIVCON	Diversity content of courses
OPRED	Observed prejudice
OBDIV	Observed diversity
FACAT	Perceived faculty attitude toward diversity

Third Iteration

Faculty Interview Categories/Sub-Categories

RQ1: To what extent did university teacher educators exhibit classroom attitudes and behaviors consistent with practicing diversity education?

Personal experiences

BGD	Background experiences with diversity
PPHIL	Personal philosophy

Faculty behavior toward diversity

PREMETH	Approach to diversity education
DIVCON	Diversity content of courses
PNOS	Perceived needs of students

DIVEX Student experiences with diversity

Faculty attitudes toward diversity

CHG	Changes in classroom as a result of shifting demographics
IMPDIV	Perceived importance of diversity training
PROGSAT	Satisfaction with current program

RQ3: Did university teacher education students and teacher education faculty agree about the extent to which their institutions supported diversity education initiatives?

Perceived institutional support of diversity

DEMO	Institution demographics
FPL	Field placement

Student Interview Categories/Sub-Categories

RQ2: To what extent did teacher education majors perceive that teacher education faculty exhibited attitudes and behaviors consistent with practicing diversity education?

Personal Experiences

BGD	Background experiences with diversity
PDEF	Personal definition of diversity
CHIT	Change in thinking
FHDIV	First-hand experiences with diversity
IMPDIV	Perceived importance of diversity training

Vision of the future

ISS	Ideal school setting
WORCL	Worries about classroom
HQE	Attributes of highly qualified educator
SCEN	Reaction to ESL scenario

Experiences in education courses

DIVCON	Diversity content of courses
PREMETH	Method of presentation of diversity issues
PREPSAT	Satisfaction with preparation
FLP	Field placement experiences

RQ3: Did university teacher education students and teacher education faculty agree about the extent to which their institutions supported diversity education initiatives?

Perceived Institutional Support for Diversity

OPRED	Observed prejudice
OBDIV	Observed diversity
FACAT	Perceived faculty attitude toward diversity

Subcategory Descriptors

Faculty Interviews: Personal experiences

BGD (Background experiences with diversity). This subcategory includes personal, social, volunteer, and other non-teaching direct experiences with diversity.

PPHIL (Personal philosophy). This subcategory includes elements revealed about the participant's personal philosophy as it relates to diversity education.

Faculty behavior toward diversity

PREMETH (Approach to diversity education). This subcategory includes the methods (such as the use of guest speakers, group projects, specific assignments, etc.) through which the faculty member presents material aimed at addressing diversity education in his/her courses.

DIVCON (Diversity content of courses). This subcategory includes specific content included in courses, such as diversity categories and depth and/or breadth of coverage.

PNOS (Perceived needs of students). This subcategory includes the faculty member's own assessment of student need for diversity training and/or diverse field placement experiences.

DIVEX (Student experiences with diversity). This subcategory includes faculty member's assessment of extent of student experience with diversity in all settings.

Faculty attitudes toward diversity

CHG (Change in course as a result of shifting demographics). This subcategory includes ways in which faculty member reports having made changes in course content or methodology in response to present or projected demographic shifts

IMPDIV (Perceived importance of diversity training). This subcategory includes faculty member's self-reported perceptions of the need for diversity training for preservice teachers.

PROGSAT (Level of satisfaction with current program). This subcategory includes faculty member's reported satisfaction with the current teacher education program at his/her institution, especially as related to diversity.

Perceived institutional support of diversity

DEMO (Institutional demographics). This subcategory includes faculty member's perceptions of and revealed attitudes toward institutional diversity among students and faculty.

FPL (Field placement). This subcategory includes faculty member's assessment of teacher education program placement of students in schools and other institutions for field placement experiences, especially as related to diversity.

Student Interviews: Personal experiences

BGD (Background experiences with diversity). This subcategory includes self-reported personal, familial, and social experiences with different kinds of diversity.

PDEF (Personal definition of diversity). This subcategory includes groups (racial, cultural, gender, special needs, socioeconomic) student includes in defining diversity.

CHIT (Change in thinking). This subcategory includes anecdotal data reported by student that marked a shift in his/her thinking about diversity.

FHDIV (First-hand experiences with diversity). This subcategory includes student's report of on-one-one experiences with diverse individuals through working, class experiences, or field placements.

Visions of the future

ISS (Ideal school setting). The subcategory includes elements present in student description of his/her perception of the ideal school setting for him/her.

WORCL (Worries about classroom). This subcategory contains specific worries noted by the student about student teaching and/or beginning teaching, especially as related to concerns about teaching diverse individuals.

HQE (Attributes of highly qualified educator). This subcategory includes factors mentioned by student as essential to being highly qualified to teach, as required by NCLB.

SCEN (Reaction to ESL scenario). This subcategory includes student response to questions about his/her preparation to work successfully in his/her classroom with a youngster who does not speak English.

Experiences in education courses

PREMETH (Method of presentation of diversity issues). This subcategory includes the student's assessment of the manner in which his/her professors incorporate diversity content within courses.

IMPDIV (Perceived importance of diversity). This subcategory includes student's comments about the need for diversity training for teachers.

PREPSAT (Level of satisfaction with preparation for classroom diversity). This subcategory includes student comments about his/her satisfaction with university preparation for teaching and includes student criticisms of the teacher education program.)

FLP (Field placement experiences). This subcategory includes anecdotal data about experiences during field placements as reported by student, especially as related to diversity.

Perceived institutional support for diversity

DIVCON (Diversity content of courses). This subcategory includes student report of the types and extent of diversity content included in education courses.

OPRED (Observed prejudice on campus). This subcategory contains observational data about incidence of prejudice on campus as reported by student and includes experiences in teacher education classes as well as on the wider campus.

OBDIV (Observed diversity on campus) This subcategory includes student reports of types and extent of diversity observed in university teacher education classes and at university-arranged field sites.

FACAT (Perceived faculty attitude toward diversity). This subcategory includes observational data of faculty attitudes toward diversity as revealed in the education setting.

CURRICULUM VITAE

NAME: Vella Goebel

ADDRESS: 1508 Redwing Drive
Evansville, IN 47715

DOB: Richmond, Kentucky - November 5, 1947

EDUCATION

& TRAINING: Certification, Secondary Administration, and
Supervision
Indiana State University
1993-96

Endorsement, Gifted and Talented Education
Purdue University
1983-86

M.A., Secondary Education
University of Evansville
1971-74

B.A., Secondary Education
University of Evansville
1965-70

AWARDS: Teacher of the Year
University of Evansville - Evansville
Courier and Press
2000